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ABSTRACT

This report describes the clearinghouse activities of the Non-Formal Education (NFE) Information Center through August 1980 and details efforts, during the projects' second and third biannual periods, to strengthen the capacity of select NFE resource centers in Africa, Asia, and Latin America. The report first addresses the continued operation of a clearinghouse for user-oriented information and knowledge-building related to nonformal education and development, and includes demographic data on the world-wide network and a discussion of center activities. Secondly, it examines the center's work in providing technical assistance toward creating national/regional NFE centers in developing areas. Included are references to visits made to organizations in the Philippines, Thailand, and Kenya, formal agreements of cooperation, and inservice training programs at Michigan State University. Following is a report of further technical assistance activities which includes a change in contract responsibilities to strengthen the women in development (WID) dimensions of the project, and a summary of a visit to South America to establish a regional center. The report summary identifies interfaces between the technical assistance activities and clearinghouse activities of the center, and summarizes concerns that may need special attention in the next year. Five appendices provide visit details and cooperative agreements. (RAA)

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THE NON-FORMAL EDUCATION INFORMATION CENTER AND NETWORK

MICHIGAN STATE UNIVERSITY

A Report of Progress

Annual Report of the NFE Network Project:

Operating a Clearinghouse on NFE Information

(September 1979 - August 1980)

and

Two Semi-Annual Reports of the NFE Network Projects:

Providing Technical Assistance in Creating LDC

National/Regional Information Centers

(March 1980 - August 1980; September 1980 - February 1981)

Joan M. Claffey, Director

Mary Joy Pigozzi, Assistant Director

March 1981

IN COOPERATION WITH THE DEVELOPMENT SUPPORT BUREAU

AGENCY FOR INTERNATIONAL DEVELOPMENT, WASHINGTON, D.C.

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

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NON-FORMAL EDUCATION INFORMATION CENTER AND NETWORK

Program of Studies and Technical Assistance
in Non-Formal Education

Michigan State University

I. INTRODUCTION

This report describes the clearinghouse activities of the Non-Formal Education (NFE) Information Center through August 1980, and details efforts, during the project's second and third biannual periods, to strengthen the capacity of select, NFE resource centers in Africa, Asia, and Latin America.

The report first addresses the continued operation of a clearinghouse for user-oriented information and knowledge-building related to non-formal education and development (Part II). Included in this section is demographic data on the worldwide NFE network and a discussion of the various activities of the Center including its program of publications, maintenance of an NFE resource base, and inquiry-response service.

Second, the report examines the Center's work from March-August 1980, in providing technical assistance toward creating national/regional NFE information centers in developing areas (Part III). Included in this section are references to the visits made to organizations in the Philippines, Thailand, and Kenya; the formal Agreement of Cooperation

entered into with Institut Africain pour le Developpement Economique et Social (INADES)-Documentation, Abidjan; and the in-service training provided at MSU for INADES representatives.

Third, a report is given of technical assistance activities from September 1980 through February 1981 (Part IV). Included in this section is reference to a contract amendment, through AID's Office of Women in Development (WID), to strengthen the women in development dimensions of the project.

The WID amendment calls for the Non-Formal Education Information Center to:

- continue particular coverage of WID projects and issues in The NFE Exchange,
- assess the source, frequency, kind and extent of inquiries regarding WID directed to the MSU Non-Formal Education Information Center
- respond to WID-related requests for information and inquiries from development planners and practitioners,
- build a WID component for select LDC NFE Centers,
- conduct networking activities focusing on the special concerns of WID.

Section IV of the report also summarizes a visit to South America to explore the interest of organizations in collaborating with Michigan State University (MSU) to establish a regional NFE/WID center, the formal Agreements of Cooperation between MSU and Institut Africain pour le Developpement Economique et Social, Fundacion para la Educacion Permanente en Colombia-Centro para el Desarrollo de la Educacion No Formal, and University of the Philippines-Los Banos - Department of Agricultural Education; campus-based activities relating to the technical assistance component of the

NFE Network Project, and additional requests for various types of formal collaboration that have been made to the MSU Center.

As we review our work, we note the persistent frequency of requests being directed to the Center (nearly 90 per week) and the percentage of these which are coming from participants in the lesser developed countries (about 50 percent). We have documented changes in the demographic compositon of the NFE network, the kinds of requests for our resources, and the services rendered in response. Over 1,400 documents (most of these "fugitive" or inaccessible) were contributed by development planners and practitioners to the NFE resource collection. Two issues of The NFE Exchange (entitled "Literacy and Development" and "Children: Education and Change") were published and over 18,000 copies distributed worldwide. An issue on agriculture, no. 19, is forthcoming. More than 2,200 copies of the other MSU publications on non-formal education were mailed upon request.

As revealing as these figures which summarize the activities of the Center are illustrative highlights from the correspondence which point to the complex role which the NFE Information Center is being asked to play. With increasing frequency persons are calling upon the Center for print resources and organizational referrals related to particular areas of concern. They write to describe their projects, their problems, and they appeal for unnamed resources pertinent to their work. The fields most frequently cited for special resources during the past year include: women in development, health and nutrition, communication and media, agriculture, training, evaluation, and children.

In most cases, these problem-oriented requests for assistance and unspecified resources come from people who are practicing non-formal education

for development at "grass-roots" levels.

Sometimes the appeal is not only for materials but for encouragement and support. Still others corresponding with the Center solicit critique and commentary on their ideas, their writings, and on their project strategies. They seek not simply information but dialogue and critical reflection.

The research staff needs not only to be able to "read between the lines" of these problem-oriented requests and appeals for critique and support, but also to empathize with the practitioner in order to respond appropriately to his or her request. Most of the graduate research staff have themselves worked in development projects in Africa, Asia, or Latin America. We have found that this experience, rather than that of the information specialist per se, essential to the functioning of the Non-Formal Education Information Center.

The Center has always made a conscious attempt to develop informal linkages with NFE centers in Africa, Asia, and Latin America. Since September 1979 it has been formally assisting selected LDC organizations to serve as national and/or regional NFE/WID Information Centers. This modest technical assistance activity has sparked many additional, unanticipated requests to the Center from other LDC organizations desiring similar kinds of collaboration with MSU in order to create NFE/WID resource centers in their respective countries.

Ramifications of the complex role energing for the Center will be discussed in more depth later in the report. To examine the evolution of the NFE Information Center more completely, your attention is directed to the

"Report of Progress and Recommendations for the Future" (February 1977) (AID Control No. PN-AAC-870), "Issues Paper Concerning Future Directions and Activities" (April 1977), "A Report of Progress Annual Supplement for 1977" (AID Control No. PN-AAF-054), "A Report of Progress Annual Supplement for 1978", and "A Report of Progress Annual Supplement for 1979 and Semi-Annual Report of the NFE Network Project (September 1979-February 1980)."

II. ANNUAL REPORT ON OPERATING A CLEARINGHOUSE ON NFE INFORMATION: ACTIVITIES AND ASSESSMENT OF TRENDS. September 1979-August 1980.

A. Growth of the Worldwide NFE Information Center Network

There continues to be an increasing interest in non-formal education and in the related services that the Center at MSU has to offer. Some highlights of this interest are summarized below.

1. Network statistics

   a. Number of persons in the Network

      August 1974: 200
      December 1976: 2016
      December 1977: 3231
      December 1978: 3498[1]
      December 1979: 4138[1]
      March 1981: 4673[1]

   b. Number of countries represented: 145

   c. Number of requests weekly: approximately 86
      (65 by mail, 11 by telephone, 10 via visitors and "walk-in users")

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[1] The number of persons joining the NFE network during 1978, 1979, and 1980 was actually higher than might appear because of deletion of names for lack of forwarding addresses or suspension of some foreign mail service.

d. Location of Network affiliates

Domestic: 1701 persons, including foreign nationals studying in the U.S.

Foreign: 2972 persons, of whom about 258 are USAID or other U.S. government personnel.

e. Total number of pieces of incoming mail, 1980, excluding exchange publications: 2541

f. Number of publications and documents distributed in 1980:

MSU Exchange publications on NFE: 2244[1]

The NFE Exchange: 2 issues at an average of 24 pages each with an average circulation of 9,000 copies

During 1980, over 500 additional persons and organizations asked to be placed on the mailing list to receive The NFE Exchange. This figure does not reflect, however, the many one-time-only requests for information, materials and references received by the NFE Information Center which did not result in additions to the mailing list.

We have also begun to notice an interesting change in the way persons learn of our work and subsequently make requests. Frequently, a particular part of our work, such as a bibliography someone has received from us, has been identified in another periodical, such as Salubritas, leading to a number of requests for that particular item. Similarly, individuals often request a specific issue of our periodical for their professional use and continue to rely on a colleague or library for other issues that are not as pertinent to their immediate needs. This likely suggests a judicious use of costly resources rather than a decrease in demand for our services.

[1] Ten additional MSU publications on NFE, now out-of-print, were distributed to network participants in lower-income countries by the AID R&D Report Distribution Center.

2. Characteristics of Network participants

An analysis of Tables 1 through 7 shows the following characteristics of the persons interacting with the NFE Information Center:[1]

- 64% (2972) of the total Network population (4673) is outside the U.S.

- An analysis of the Network in December 1975 showed that the largest percentage of participants in Asia, Africa and Latin America came from the ministries and departments of government at national and regional levels. By December 1976, roughly equivalent percentages of participants in these regions were found in non-governmental organizations and universities, as well as in government. In December 1977, the plurality of participants in these regions was affiliated with non-governmental organizations. By the end of 1979, the tendency for the plurality (33%) of network participants from these regions to be non-governmental personnel remained constant. Non-governmental organizations again accounted for the largest percentage of participants in Europe in 1979. In 1980, most participants worldwide are associated with non-governmental organizations. Participants classified as associated with universities or training institutions are the next largest category.

- The general statistics for Africa and Asia show some similarities in terms of the organizational affiliation of network participants.

- In 1980 in West Africa, East Africa and Southern Africa, NFE Network participants appear to be fairly evenly distributed. In Asia, however, participants appear to be concentrated in Middle-South Asia and Southeast Asia; and in Europe, as might be expected, participants are mainly from the Western part. Also understandably, the majority of participants in Latin America are from South America.

- Regardless of geographical area, the Center appears to have few contacts with business organizations.

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[1] The Network demographic analysis does not account for the many foreign nationals studying or teaching at U.S. or European universities. In effect, our data analysis suggests a smaller number of Network participants within the lesser-developed countries than exists.

TABLE 1: NFE NETWORK DISTRIBUTION BY REGIONS AND ORGANIZATIONAL AFFILIATION, JANUARY 1981, WITH PERCENTAGES COMPUTED BY REGIONS

	North America	Europe	Latin America	Africa	Asia	Oceania	Total
UNIVERSITIES AND OTHER ACADEMIC INSTITUTIONS	n=456 25%	n=95 24%	n=87 15%	n=183 23%	n=209 21%	n=28 33%	n=1058 23%
GOVERNMENT	n=351 19%	n=3 1%	n=28 5%	n=83 10%	n=78 8%	n=6 6.5%	n=549 11%
U.S. GOV'T PERSONNEL	n=22 1%	n=0 0%	n=40 7%	n=70 9%	n=12 1%	n=13 14.5%	n=157 3%
NON-GOVT'L ORGANIZATIONS	n=676 37%	n=248 60%	n=310 54%	n=369 46%	n=610 62%	n=29 34%	n=2242 48%
BUSINESS	n=306 17%	n=3 1%	n=0 0%	n=5 1%	n=0 0%	n=0 0%	n=314 7%
INDIVIDUALS (or persons not identified in above categories	n=21 1%	n=55 14%	n=112 19%	n=85 11%	n=70 8%	n=10 12%	n=353 8%
TOTALS	n=1832 100%	n=404 100%	n=577 100%	n=795 100%	n=979 100%	n=86 100%	n=4673 100%

TABLE 2: NFE NETWORK DISTRIBUTION FOR NORTH AMERICA,

BY ORGANIZATIONAL AFFILIATION, JANUARY 1981

	U.S.-MSU and Michigan	U.S. - rest	Canada	Total North America
UNIVERSITIES AND OTHER ACADEMIC INSTITUTIONS	n=208 70%	n=191 14%	n=57 44%	n=456 25%
GOVERNMENT	n=4 1.5%	n=341 24%	n=6 5%	n=351 19%
U.S. GOVERNMENT PERSONNEL	n=0 0%	n=22 2%	n=0 0%	n=22 1%
NON-GOVERNMENTAL ORGANIZATIONS	n=19 6%	n=618 44%	n=39 29%	n=676 37%
BUSINESS	n=3 .5%	n=18 1%	n=0 0%	n=21 1%
INDIVIDUALS (or persons not identified in above categories)	n=63 22%	n=214 15%	n=29 22%	n=306 17%
TOTALS	n=297 100%	n=1404 100%	n=131 100%	n=1832 100%

TABLE 3: NFE NETWORK DISTRIBUTION FOR EUROPE,

BY ORGANIZATIONAL AFFILIATION, JANUARY 1981

	North Europe	West Europe	East Europe	South Europe	Total Europe
UNIVERSITY AND OTHER ACADEMIC INSTITUTIONS	n=11 41%	n=66 28%	n=14 20%	n=4 7%	n=95 24%
GOVERNMENT	n=0 0%	n=2 1%	n=1 1%	n=0 0%	n=3 1%
U.S. GOVERNMENT PERSONNEL	n=0 0%	n=0 0%	n=0 0%	n=0 0%	n=0 0%
NON-GOVERNMENTAL ORGANIZATIONS	n=16 59%	n=139 57%	n=42 59%	n=51 78%	n=248 60%
BUSINESS	n=0 0%	n=2 1%	n=1 1%	n=0 0%	n=3 1%
INDIVIDUALS (or persons not identified in above categories)	n=0 0%	n=31 13%	n=14 19%	n=10 15%	n=55 14%
TOTALS	n=27 100%	n=240 100%	n=72 100%	n=65 100%	n=404 100%

TABLE 4: NFE NETWORK DISTRIBUTION FOR LATIN AMERICA,

BY ORGANIZATIONAL AFFILIATION, JANUARY 1981

	Central America	South America	Caribbean	Total Latin America
UNIVERSITIES AND OTHER ACADEMIC INSTITUTIONS	n=18 12%	n=55 15%	n=14 18%	n=87 15%
GOVERNMENT	n=5 4%	n= 17 5%	n=6 7.5%	n=28 5%
U.S. GOVERNMENT PERSONNEL	n=10 7%	n=24 7%	n=6 7.5%	n=40 7%
NON-GOVERNMENTAL ORGANIZATIONS	n=89 61%	n=180 51%	n=41 52%	n=310 54%
BUSINESS	n=0 0%	n=0 0%	n=0 0%	n=0 0%
INDIVIDUALS (or persons not identified in above categories)	n=23 16%	n=77 22%	n=12 15%	n=112 19%
TOTALS	n=145 100%	n=353 100%	n=79 100%	n=577 100%

TABLE 5: NFE NETWORK DISTRIBUTION FOR AFRICA,

BY ORGANIZATIONAL AFFILIATION, JANUARY 1981

	North Africa	West Africa	East Africa	Middle Africa	Southern Africa	Total Africa
UNIVERSITY AND OTHER ACADEMIC INSTITUTIONS	n=8 13%	n=75 26%	n=60 22%	n=4 7%	n=36 29%	n=183 23%
GOVERNMENT	n=4 7%	n=44 16%	n=18 7%	n=4 7%	n=13 10%	n=83 10.5%
U.S. GOVERNMENT PERSONNEL	n=5 8%	n=35 12%	n=13 5%	n=11 19%	n=6 5%	n=70 8.5%
NON-GOVERNMENTAL ORGANIZATIONS	n=39 64%	n=109 38%	n=146 55%	n=25 44%	n=50 40%	n=369 46.5%
BUSINESS	n=0 0%	n=0 0%	n=2 1%	n=0 0%	n=3 2%	n=5 .5%
INDIVIDUALS (or persons not identified in above categories)	n=5 8%	n=22 8%	n=28 10%	n=13 23%	n=17 14%	n=85 11%
TOTALS	n=61 100%	n=285 100%	n=267 100%	n=57 100%	n=125 100%	n=790 100%

TABLE 6: NFE NETWORK DISTRIBUTION FOR ASIA,

BY ORGANIZATIONAL AFFILIATION, JANUARY 1981

TABLE 7: NFE NETWORK DISTRIBUTION FOR OCEANIA,

BY ORGANIZATIONAL AFFILIATION, JANUARY 1981

	S.W. Asia	Middle So. Asia	S.E. Asia	East Asia	Total Asia	Total Oceania
UNIVERSITY AND OTHER ACADEMIC INSTITUTIONS	n=12 24%	n=56 13%	n=121 27%	n=20 44%	n=209 21%	n=28 33%
GOVERNMENT	n=2 4%	n=17 4%	n=54 12%	n=5 11%	n=78 8%	n=6 7%
U.S. GOVERNMENT PERSONNEL	n=2 4%	n=2 .5%	n=6 1%	n=2 4%	n=12 2%	n=13 14%
NON-GOVT'L ORGANIZATIONS	n=31 60%	n=323 75%	n=239 53%	n=17 37%	n=610 62%	n=29 34%
BUSINESS	n=0 0%	n=0 0%	n=0 0%	n=0 0%	n=0 0%	n=0 0%
INDIVIDUALS (or persons not identified in above categories)	n=4 8%	n=31 7.5%	n=33 7%	n=2 4%	n=70 7%	n=10 12%
TOTALS	n=51 100%	n=429 100%	n=453 100%	n=46 100%	n=979 100%	n=86 100%

B. Expansion and Maintenance of the Non-Formal Education Information Center Library

The Information Center continues to receive many fugitive documents (including periodicals) from NFE planners and practitioners worldwide. It is this direct link with NFE practitioners that forms the resource base for all the Center's publications. The continuing willingness of practitioners to exchange materials with us despite very high costs for international postal is another indicator of strong worldwide interest in non-formal education.

1. Contributions to the NFE resource collection

a. Number of publications, documents and fugitive materials contributed to the Information Center:

In 1977:

Approximately 70 publications and fugitive materials per month.
Approximately 100 periodicals per month.

In 1978:

Approximately 80 publications and fugitive materials per month.
Approximately 110 periodicals per month.

In 1979:

Approximately 120 publications and fugitive materials per month.
Approximately 115 periodicals per month.

Between January and September 1980:

Approximately 122 publications and fugitive materials per month.
Approximately 117 periodicals per month.

b. Number of documents contributed during this period: 972 (This number does not reflect periodical materials.) The approximate distribution of these contributions in terms of sectors was as follows:

Health, nutrition, population education, and home economics	110
Development (includes integrated rural development)	91
Women in development	80
Communication and media	73
Agriculture	59
Education-General	56
Training	42
Basic education and Literacy	40

Adult education 36
Children. 32
Vocational industrial 22
Other (For example, appropriate technology, out-of-school youth, community development, evaluation, cooperatives, NFE theory, networking, energy, management, region and language specific materials, information services, documentation, participation, project management, nomads, handicappers, income generation, small business). 331

- The trend for personnel from non-governmental organizations to contribute the largest number of documents continues.

- It is important to note that, while we identify sources by organization in our records, the large majority of documents received are sent by individuals who are in the NFE Network.

- Although many of the NGO donations come from North America, most of these come from international organizations such as the United Nations.

- The largest number of incoming documents relate to health, nutrition, family planning, and home economics.

- The increase in number and relative increase in rank of WID-related materials is noteworthy.

- Integrated rural development and communication remain important areas of work for NFE Network participants.

- Contributions also suggest that NFE practitioners are concerned about the special target audiences with which they work (such as women, adults, children, handicappers, and nomads).

2. Library maintenance

The Center continues to organize and share the materials received from Network participants. Recognizing that the increasing demands being placed on our Library were beginning to tax our manual system, the Center negotiated in 1979 a year of collaboration with Control Data Corporation (CDC). This collaboration has two main purposes:

- To investigate designs and applications of an NFE data base.
- To begin mechanizing our data base in non-formal education to serve a network of development planners and practitioners.

This scope of work, though begun in April 1980 and not completed during this reporting period, is contributing to:

- our understanding of the advantages and disadvantages of mechanization,

- the development of an extensive thesaurus on non-formal education, and
- a deeper understanding of the many factors that need to be considered when one attempts to attach financial costs to the kinds of services the Center provides.

Our work in this complementary project is serving to strengthen our present and future work in a variety of ways to be reported on at a later date.

C. Changing Nature of Requests for Services from the NFE Information Center

1. General observations

a. The largest number of requests continues to be for the publications of Michigan State University in non-formal education: the MSU Study Team Reports, the Supplementary Papers, and The NFE Exchange. Aside from The NFE Exchange, which accounts for the most requests, well over 2,200 copies of MSU/NFE publications were distributed by the NFE Information Center. We continue to receive requests for the ten MSU/NFE publications which are now out-of-print. These requests are met by the AID R&D Report Distribution Center and made available to persons in low-income countries without charge. The majority of publication requests are from persons from Africa, Asia and Latin America. In addition, over 18,000 copies of The NFE Exchange were distributed to persons requesting it.

b. There continues to be an increase in the number of persons who have heard about the services of the Center from sources other than the Center. There appear to be three principal sources of information about our work: colleagues, citations in publications, and referrals by development-related organizations.

c. The number of persons asking for topically-oriented materials to meet their own development program needs steadily increases. Requests relating to further academic training continue to increase in frequency.

d. The Center is receiving many requests to provide training in non-formal education, women in development, and information center management.

e. The number of visitors to the Center between January and September 1980 showed a marked increase over previous years. While many visitors had very general interests, many others came to the Center looking for specific kinds of information.

f. There continue to be invitations to Center representatives to attend, participate in, or display materials at conferences, seminars or workshops around the world.

g. Increasingly, individuals representing development organizations and universities are requesting multiple copies of The NFE Exchange for use in courses and in training programs, or to distribute to field staff. Furthermore, we are receiving more requests from organizations who wish to republish our materials, either as they exist or after translation.

h. Many more Network participants are contacting us in an attempt to locate sources of funding. Support for training seems to be a particularly common need.

i. There is an increasing trend to request the linkage of the NFE Center Network with other groups with similar interests.

j. Recent correspondence to the Center contains a significant increase in requests regarding the availability of employment. Though some show interest in work at our Center most are inquiries regarding our willingness to give information about current positions or employment possibilities in the various organizations in the NFE Network. There continue to be requests for individuals to fill specific positions.

2. Special task requests

a. Special task requests

- In 1974, we received 8 such requests
- In 1975, we received 23.
- In 1976, we received 53.
- In 1977, we received 70.
- In 1978, we received 82.
- In 1979, we received 156.
- Between January and the end of August 1980, we received 78 new requests.

Examples in 1980:

1. An Education Officer from the Commonwealth Secretariat requested a list of international and regional grant making bodies which finance NFE, including women in development, as part of their program.

2. A Peace Corps volunteer in Malaysia asked for educational materials relevant to reaching mentally handicapped children in rural villages.

3. An African graduate student in the U.S. asked for information on institutional support for NFE programs.

4. A representative of the International Theatre Institute in London asked for materials on the uses of drama and theater in non-formal education.

5. A Promotora of the Department of Social Development and Community Action in Santiago de Cali, Colombia requested information on health and non-formal education.

6. A graduate student in the U.S. asked that we send information on the role of business and industry in non-formal education in African development.

7. A Peace Corps volunteer in Senegal asked for information on health and nutrition, particularly as they relate to working with women's groups. In a follow-up letter, she asked for assistance in designing group dynamics and information on the use of theater in health education.

8. Two academics from Bogota, Colombia asked for information on social psychology as it relates to groups of agriculturists.

9. The Director of the Centre for Continuing Education in Victoria, Australia requested information on new directions and initiatives in continuing education.

10. A member of the Teacher Corps requested information on current trends in multi-cultural education.

11. A field worker from Sri Lanka asked for information on health education for working with mothers and pre-school teachers.

12. An individual working for the Ministry of Education in Nigeria asked for information on the role training plays in how women primary school leavers obtain work.

13. A representative of the Science Statistics Unit in Khartoum, Sudan asked for information on education, health population, nutrition, technology, rural development and housing.

14. Two colleagues, one from Texas and one from Mexico, asked about the role of bilingual education programs in non-formal education.

15. A representative of the Population Division of Unesco asked for materials in French on communication, radio, integrated rural development, population information, and women.

16. A student asked for information on youth employment and possible information on parallels between the Southern part of the U.S. and LDCs.

17. A representative of Latrobe University in Victoria, Australia asked for information on curriculum change in Papua New Guinea particularly with regard to making curriculum more relevant to rural life.

18. A Peace Corps volunteer from Lesotho asked for materials relevant to training for self-reliance.

19. A representative from Mejor Tevevision para Ninos in Mexico asked for information on children and mass media.

20. The Director of the Nestle Foundation in Switzerland requested information on health and nutrition.

21. A video and graphics assistant from Lesotho asked for information on non-formal education.

22. A field worker in India requested information on methods and skills in non-formal education and any simulation games or training programs.

23. A health worker from the Instituto de Nutricion de Centro America y Panama in Guatemala asked for teacher training materials employing non-formal techniques in preparing villagers to assume paraprofessional service delivery roles.

24. A field worker from the Integrated Rural Development Service Society in India asked for information on curriculum development for a training program for community workers.

25. A representative from a scientific information foundation in Surinam asked for information on appropriate technology, development alternatives and use of media in the Third World.

Trends and Modalities. Perhaps most significant about these figures and illustrations is that, for the most part, they represent requests requiring Center staff to seek out materials that had not been identified for earlier topical requests. The Center maintains records of past research in response to thematic requests and uses these compilations when appropriate. As in past years, the requests for topical searches continue to be very diverse.

The most frequent (21) type of special request was for materials on health. Next frequent (13) were requests for print materials on non-formal education.

We received 10 requests for information on nutriton. Women in development and media are high priority topics for members of the NFE Network; from January-August 1980 we received 9 and 8 requests respectively in these areas. Next frequent were requests for information on agriculture (7). There were six requests each relating to family planning and adult education. There were five requests for materials on training.

The remaining requests were for information in a wide variety of areas: NFE and handicappers, rural development, the vocational/industrial sector, home economics, youth, paraprofessionals, volunteers, curriculum development, literacy, group dynamics, income-generating activities, project funding, children, technology, needs assessment, employment, community development, and biostatistics. Besides receiving requests for contributions to other publications, we were asked to respond to, or evaluate, materials and project summaries sent to the Center. The continuing requests for specialized knowledge suggest that

this is a much-needed and valuable area of work that is sure to remain an important part of the Center's agenda.

b. Requests for topcial searches to locate NFE centers, agencies, or network participants in certain geographical or specialty areas

- In 1974, we received 4 such requests.
- In 1975, we received 7.
- In 1976, we received 12.
- In 1977, we received 22.
- In 1978, we received 16.
- In 1979, we received 20.
- Between January and the end of August 1980, we received 8.

- Examples in 1980:

1. An individual working for the University of Malawi asked for a list of NFE contacts in that country.

2. A representative from Papua New Guinea's Ministry of Health asked for information on centers that might help them with preparing nutrition education materials for Papua New Guinea.

3. An individual from Benin asked that we supply a list of workshops on textile screen printing.

4. A Canadian who organized a radio learning group campaign in Botswana asked for a list of organizations that might be interested in some of his work.

Trends and Modalities. The requests for identification of NFE centers, agencies and personnel in certain geographical and specialty areas varied considerably. The majority of the requests were for referrals to organizations rather than for names and addresses of individuals.

There continues to be a tendency for people who are not linked through traditional professional bonds to seek each other out to share ideas and concerns. The identification of counterparts, regardless of job definition, is important. The staff of the NFE Center continues to be sensitive to the wish of people in the field to identify others with similar tasks. It therefore tries to make The NFE Exchange serve as a communication link by including very complete address information in the project highlights section, increasing the size of the Reference Review and Network News sections, and adding more fugitive documents and their sources to the Bibliography section. Additionally, as the NFE Network develops and the links between participants become more numerous, it is desirable that the use of the Center as a "go-between" decreases while its role as a facilitator for direct communication between participants increases. The Center appears to be approaching this goal while still meeting the needs of those who make requests directly to the Center.

Related to the evolving role of the Center in facilitating knowledge generation and exchange in local contexts are the increasing invitations to assist existing resource centers in Africa, Asia, and Latin America build their own collections of NFE and WID-related materials. Eventually, efforts should serve to further decrease the numer of requests received at MSU. These types of requests are covered in more detail in Part IV of this report.

c. Requests for the NFE Information Center to extend services and invite others into the Network

- In 1974, we received 3 such requests.
- In 1975, we received 8.
- In 1976, we received 29.
- In 1977, we received 42.
- In 1978, we received 50.
- In 1979, we received 69.
- Between January and the end of August 1980, we received 30.

Examples in 1980:

1. An individual from Save the Children requested that we add a colleague to our mailing list.

2. The Director of the Foundation for Teaching Aids at Low Cost asked that we add 73 field workers in Africa, Asia, and Latin America to our mailing list.

3. An attorney in Washington, D.C. requested that we extend services to a friend working in a hospital in India.

4. A representative of a PVO requested that we extend services to a colleague in Tunisia and later requested that we extend the same services to a colleague in Kenya.

5. A Unesco representative from Lebanon asked that we add 79 organizations in the Arab states to our mailing list.

6. An individual in Thailand requested that we offer services and publications to two colleagues in India.

7. An individual working with out-of-school youth in the Philippines requested that we send our newsletter to a colleague in Italy.

8. A faculty member from MSU, in his capacity as an AID/USDA consultant, requested that we extend services to 11 individuals.

9. A representative of the World Health Organization in India asked that we add an Indonesian planner to our mailing list.

10. A member of the Summer Institute of Linguistics asked that we extend services to a colleague in Ivory Coast.

3. A publisher focusing on the training needs of developing countries requested that we bring their publications to the attention of our readers.

4. A small NGO in India requested that we include their newsletter in our publications.

5. A representative from World Education requested that we review their publication, From the Field: Training Activities for Nonformal Educators, in our periodical.

6. A representative from a British Polytechnic asked that we announce the three-month course for educational managers and administrators from overseas in The NFE Exchange.

Trends Modalities. The number of requests for items to be included in The NFE Exchange remained steady between 1979 and 1980. The requests varied considerably. The most frequent were those that asked us to announce the availability of publications or materials in the newsletter. There was an increase in the number of requests to announce training programs in nonformal education. There were also requests to announce conferences, describe and announce positions, and the availability of publications. It should be noted that these figures only reflect specific requests and that, in addition, the Center received hundreds of organizational descriptions and publications which are brought to the attention of participants in the Network through our correspondence and The NFE Exchange.

e. Requests for information on education and training in NFE

- In 1975, we received 18 such requests.
- In 1976, we received 29.
- In 1977, we received 26.
- In 1978, we received 44.
- In 1979, we received 43.
- Between January and the end of August 1980, we received 20.

Examples in 1980:

1. A faculty member in Continuing Education from the University of Jos, Nigeria asked for information on graduate studies in adult and non-formal education at MSU.

2. A field worker from Ethiopia requested assistance in applying for an advanced degree at MSU in mass communication.

3. A communications officer from Nigeria requested information on studies in non-formal education.

4. A high school principal in Liberia asked for information about the program of studies in non-formal education at MSU.

5. A Kenyan asked for details about programs in non-formal education offered by the Center.

6. A Kenyan field worker asked if MSU offered any programs in community development and social work.

7. A representative of the African Studies Centre in Kikuyu, Kenya asked for information on a PhD program in adult education at MSU.

8. An individual from Indonesia requested information on an advanced degree in education at MSU.

Trends and Modalities. The number of requests coming to the NFE Center that relate to education and training in non-formal education has remained steady. The majority of letters inquiring about education and training in non-formal education are requests for study at MSU. The majority of such requests were from Africa. The Center continues to receive requests to provide training for field and administrative staff, both on campus and overseas. Major requests of this nature are summarized in Part IV of this report. Internship opportunities with the NFE Information Center remain an expressed interest with funding being the largest constraint.

f. Requests to use NFE Information Center resources at Michigan State University

The NFE Information Center, in cooperation with the Institute for International Studies in Education, made its facilities, documents, and staff available to many persons in the NFE Network who travelled to Michigan State University for that specific purpose.

Examples between April and September 1980:

- Mr. Godwin Okonkwo, IAAATDC, Ann Arbor, Michigan.
- Ms. Bev Fleisher, Women's Training Centre, Katmandu, Nepal.
- Ms. Afreen Huq, Women's Development Program, UNICEF, Dacca, Bangladesh.
- Mr. Derek Kobe, Assistant Secretary, Department of Education, Lebowa, South Africa.
- Ms. Marie Sardie, Save the Children, Madras, India.
- Marcel van Spaandonck, President, Center for World Development in Education, Ghent, Belgium.
- Abdul Dadir Suma and Endang Sumantri, IKIP, Jakarta, Indonesia.
- Professor Bosco Lee, National University of Taiwan.
- Dr. Eleanor Elequin, University of Philippines, Dilliman, Quezon City, Philippines.
- John Ritter, Principal, American School, Kathmandu, Nepal.
- Professor Rebecca Santos, Philippine Women's University, Philippines.
- Mr. Neil Parsons, National Institute for Research, University of Botswana and Swaziland, Gaborone, Botswana.
- Mr. Jean-Vincent Tchienehom, Director, Radio Cameroun, Douala, Cameroon.

Trends and Modalities. There continues to be a substantial increase in the number of people who come to the Center. The

majority are policy makers and planners who represent both government and non-government development organizations. Most visitors to the Center wish to get information on a specific topic or sector, with training being the most frequently cited area of interest. With frequency, this interest in training is linked to requests for MSU to participate in training activities. Moreover, visitors tend to explicitly express an interest in the ways the Center coordinates the worldwide network of NFE planners and practitioners.

D. Participant Responses to the Work of the NFE Information Center.

A cursory analysis of letters received at the NFE Center suggests the following:

- Increasingly individuals are using Center materials in their work. And, in addition to requests for duplicate copies of The NFE Exchange, our materials are being duplicated and translated. For example, SKIP Newsletter, no. 56, June 1980 summarized Occasional Paper #2 and the Canadian Government translated and published the lead article of The NFE Exchange, no. 17 on literacy, in French.

- Participants appreciate the personal, tailor-made responses they receive from the Center.

- The materials sent by the Center to planners and field workers seem to meet their pragmatic needs.

- Recipients of The NFE Exchange find its contents and identification of sources helpful for their work.

- Network participants who have been served by the Center often write requesting additional assistance of a more complex nature (training and advice on specific problems, for example).

- Development planners and practitioners often seek not simple publications and information, but also moral support and critical commentary on their questions.

- The tone of the letters we receive expresses a real sense of collegiality and shared interests and experiences.

ILLUSTRATIVE CORRESPONDENCE FROM NETWORK PARTICIPANTS BETWEEN JANUARY AND AUGUST 1980:

We are keen on receiving The NFE Exchange. Sad that we missed so many informative issues of it. Is it possible for us to get at least the 1979 issues?

To tell you in few words about us, we are a group of scientists trying to bring the benefits of science to the village mud huts, through popular science movements and training of village youths in appropriate rural industries. We are sending per separate post our brief report and a copy of our monthly bulletin "Science for Villages". This is

just to say that The NFE Exchange will be very useful contribution in our working.

Miss Meena Ghade
Centre of Science for Villages
Magan Sangrahalaya
Wardha, India 442001 24 March 1980

This is to acknowledge with gratitude your immediate response to my letter dated February 3, 1980 through Ms. Mary Joy Pigozzi, Assistant Director. I am very happy to be included among those who are dedicated to the advancement of research, planning and implementation of Non-Formal Education in our country no matter how little I might have done.

Your encouraging response and assistance will guide me to work along the fulfillment of our mission of reaching out the "poorest of the poor". I shall communicate immediately with the agencies referred to in your letter.

I would like to reiterate that your assistance to my research on "Non-Formal Education involving women and the Family" will help us articulate our services in the rural and slum areas of our country.

God bless you!

Sister Trinidad P. Dosdos, D.C.
Concordia College
1739 Pedro Gil Street
P.O. Box 1883
Manila, 2802 Philippines 27 March 1980

Many, many thanks for your books and letter, it was very generous and kind of you to take such troubles!

So once again, Miss Pigozzi, our heart felt gratitude for the wonderful 'outreach' you are all doing! You can be sure that it all will bear great fruit slowly but surely!

Mary deChantal, FMDM
Our Lady's Hospital
Chung Thye Phin Road
Ipoh, Perak, West Malaysia 27 February 1980

I have carefully gone through your select bibliography of journals and newsletters on non-formal education and development (OCCASIONAL PAPER 5, 1979) and have found them very rich and academic. I wish to inform you that I am interested in the goals of your institute. If it has been your usual practice, I will be grateful if you could include my

name amongst your mailing - list for a regular supply of your journals and newsletters.

I am currently engaged in the field of Media and Correspondence Education. I will welcome any information from you on the chances of my undergoing some training programmes or further studies within (and outside) your set - up.

Ben Orewere
Dept. of Media and Correspondence Education
Faculty of Continuing Education
University of Jos
P.M.B. 2084, Jos
Jos, Nigeria

24 February 1980

Thank you so much for the copy of Non-Formal Education and the Rural Poor. I have not had time to read it all yet, but so far it is very good.

Nancy Talbot
CEDEN
Apto. 203, La Ceibor
Atlantida, Honduras

11 February 1980

We had an opportunity to go through your magazine "The NFE Exchange", which was very useful to us and we would like to have your magazine in our Library.

M. Ratnam
United Front for Repatriate Workers
63, Sundaraj Nagar
Subramaniapuram, Trichy 620 020 S. India

6 March 1980

Thanks so much for the "Bibliogrpahy on Teaching Management to the Small Farmer". Please express our gratitude to Hamdesa Tuso for her detailed and most useful work.

Bruce M. Lansdale
American Farm School
P.O. Box 140
Thessaloniki, Greece

8 April 1980

It was great to receive the NFE Exchange. Would it be possible to have a brief description of OCEAN's ministry in your "Project Highlights", in one of your editions?

There are many books listed in your excellent bibliogrpahy. Would it be possible in the future to list price of books? We send this type of information all over the world to our nurses and they would be most interested in some of these publications if they knew the cost. We also like to put this information in our Publication, but really have to give the cost. We have over 1,000 missionary nurses we work with and cost is very important to them.

The NFE is excellent and we appreciate it.

Eleanor L. Rowe, RN, EdD., President
OCEAN, Inc.
P.O. Box 21276
Columbia, South Carolina 29221 February 1980

Thank you for your letter and I am most grateful to hear that you will be able to accept the names and addresses that we send you from our document, "Communication of Innovations".

Best wishes and many thanks for the publicity you have given us about the "Child to Child Programme" and other parts of our work. I will ask Duncan Guthrie to send you more information on the "Child to Child" programme. I am glad to say it is going very well in a number of countries.

David Morley
Professor of Tropical Child Health
University of London
Institute of Child Health
30, Guilford Street
London, WC1N 1EH England, United Kingdom 11 March 1980

Greetings. I am sending you, for retention at your Centre, a short paper on NFE in Singapore.

The paper was prepared particularly with your Centre in mind. Having received numerous publications from your Centre, I have felt, for quite some time, that I had to make some sort of contribution. I decided on preparing a short paper on NFE in Singapore for your Centre. The paper had to be short due the constraints of my tight personal work schedule, time and resources. Please feel free to duplicate the paper, should it be necessary.

Joseph P. Rajadurai
66B, Block 250, Avenue 2
Ang Mo Kio Estate 2056, Republic of Singapore 25 November 1979

Thank you for your letter of 21 March addressed to TAICH and for your interest in "Approaches to Appropriate Evaluation: A Report" by Maryanne Dulansey. I will be glad to have a copy of it sent to you upon my return to the office.

We are always eager to exchange publications. We do, one way or another, now receive the NFE Exchange regularly. We find it an invaluable addition to our information system.

Jane Morgan-Meskill
American Council of Voluntary Agencies
for Foreign Service, Inc.
Technical Assistance Information Clearing House
200 Park Avenue South, 11th Floor
New York, New York 10003 9 April 1980

Following Dr. Maglacas' letter to you concerning permission to announce and abstract in your newsletter some WHO documents, it occurred to me that you might also want to review other documents for possible announcement.

Should you wish to use this document in anyway, no further permission would be required. Copies of the document could be obtained free of charge from W.H.O., Division of Strengthening of Health Services, Primary Health Care, Geneva, Switzerland.

Finally, I do not presently receive the NFE Exchange and would be pleased to have my name on your mailing list. Thank you.

Dr. J.S. Stromberg
Division of Strengthening of
Health Services
World Health Organization
1211 Geneva 27, Switzerland 14 February 1980

I would like to take this opportunity to thank you for your letter to Dr. Oscar Corvalan-Vasquez. He is in the process of restructuring his work along the lines you suggested and you should be receiving it in the next several weeks.

Thank you again, Joan, for your interest, and the interest and attention of the NFE Information Center.

Patricio Cariola
Centro de Investigacion y Desarrollo
de la Educacion
Casilla 13608
Santiago 1, Chile 24 January 1980

The latest issue of THE NFE EXCHANGE contains so much useful information on literacy and development that I have airmailed my copy to our Education and Culture Group at the IIRR in the Philippines. Could I have another for our files? I know that IIRR-Philippines is on your mailing list, but your copy probably goes out by surface mail, which takes weeks.

It is really a fine job you are doing with THE NFE EXCHANGE, concentrating each issue on a specific subject. Congratulations!

Ping-sheng Chin
International Institute of Rural Reconstruction
1775 Broadway
New York, New York 10019 30 June 1980

Thank you for your letter of 19 May 1980 and the packet of materials on non-formal education which you sent later under a separate cover. I appreciate the fact that my name has been added to the mailing list of The NFE Exchange. These materials will prove to be of great value to me in the months ahead.

Enclosed herein is a completed form requesting additional publications from your university which will also be useful to me in my work with our Rural Education Project. Please note that it would be of great service to me, my colleagues and our clients here in Latin America if your institution were to publish your materials in Spanish. If you do happen to have appropriate information now available in Spanish, would you please forward the same to me with the other publications being requested?

Once again, I thank you kindly for the excellent service that you and the others at the NFE Information Center are providing. If I can be of any assistance to the Center and its faculty and students, do not hesitate to let me know.

Nester Calvo U.
Specialist in Non-Formal Education
Ministerio de Educacion y Cultura
Coordinacion Nacional del Programa de
Desarrollo Educativo Rural
La Paz, Bolivia 24 June 1980

Your journal is very useful in our educational activities, therefore kindly send them to us as early as possible.

U.L. P.P. Gunawardena
The Homoeopathic Education Society
Panapitiya, Kahawatte, Sri Lanka 23 June 1980

I have recently seen a copy of the "Women in Development" Issue (No. 13-1978/3) of the NFE Exchange and am writing to request a copy, and to ask whether I might be added to the mailing list for your regular mailings.

Roberta Ann Dunbar
Co-Chairman for African Studies
The University of North Carolina at Chapel Hill
College of Arts and Sciences
401 Alumni Building 004 A
Chapel Hill, North Carolina 27514 19 June 1980

Further to our correspondence in November and December of last year, I was pleased to receive a sample copy of The NFE Exchange, which I found interesting and useful. I would indeed like to be included on the Center's mailing list for the receipt of this publication and for notification of any others which you might put out in the future.

During May and June I will be concerned with a non-formal education program in Dominica under a contract with the United States Agency for International Development, and will forward to you any publishable material which might result from this work.

I thank you for your kind attention and services. I look forward to maintaining an open channel of communication with your Center.

Mr. A. J. Taylor
Consultant in Participatory Evaluation
and Organizational Development
17A South Street
Ditchling Hassocks
Sussex England BN6 8UQ, United Kingdom 23 April 1980

I am really enjoying receiving the NFE Exchange, and use it quite a lot, sometimes loaning copies or articles for our students in our cross-disciplinary course "Cross-Cultural Explorations: Third World Cultures."

As you may remember, I work in this area and do most of my research in African and Caribbean literature. I thought I should inform the Office of Women in Development of USAID of our recent radio program on women writers in the Third World, so I sent them a program and the letter, of which a copy is enclosed. I thought you would like to know, and also might like to have a copy of the program of the radio programs, which are now available on audio-cassette.

Charlotte H. Bruner, Professor French
Iowa State University
Foreign Languages and Literatures
300 Pearson Hall
Ames, Iowa 50011 1 July 1980

I have read your the NFE Exchange newsletter with much interest and would like to be on your mailing list for any of your publications. As in charge of all people and Community development programmes monitored by the Catholic Council of Thailand for Development. I realize the very importance of non-formal education for the people especially in the rural area of Thailand.

Enclosed herewith please kindly find our sheet on "The Ordinary People in Thailand which was made on August 1979 by the Promotion Department, Catholic Council of Thailand for Development. Should anyone interest on this document, its copy is always available upon request.

Mr. Vanchai Julsukont
Chief, Project Department
Catholic Council of Thailand for Development (CCTD)
2508-2510 Soi Saensuk, Prachasongkroh Road
Bangkok 4, Thailand 16 May, 1980

We would like to submit one of our publications for possible inclusion in your Print Media column of the NFE Exchange.

Most of the publications produced and distributed by World Neighbors are designed to be utilized at the village level in developing countries, although many are successful in stateside organizations. Our materials are sold at cost-of-production prices plus postage.

Sharon Dowell, Publications Correspondent
Overseas Development Materials
World Neighbors
5116 North Portland Avenue
Oklahoma City, Oklahoma 73112 9 July 1980

Thank you for sending recent issues of the NFE Exchange newsletter. The staff here and I have read them with great interest. We have already come across some resources in the newsletter that we were unaware of and we look forward to receiving future issues.

Recently we successfully completed a three-year collaborative project with the Peruvian Ministry of Education, funded by the Agency for International Development and negotiations are currently underway for program expansion. The project involved the development and testing of a non-formal, home-based preschool program in poverty urban and indigenous rural communities in Peru. As you suggested, I am sending under separate cover the following materials so that they may be entered in the NFE library: ( )

I would appreciate any comments or observations on these materials and would be happy to respond to any questions you may have. We are

most interested also in contributing in some way to the "NFE Exchange" and would appreciate your thoughts on how we could best do so. It would be helpful to know, for example, the themes which are scheduled for upcoming issues of the newsletter so that we may plan for submission of material for consideration.

George Jesien, Co-Director
El Proyecto Portage
Cooperative Educational Service Agency 12
412 E. Slifer Street
Box 564
Portage, Wisconsin 53901 9 May 1980

I have just received your letter and The NFE Exchange Publications (Nos.: 7/8, 9/10, 11, 12, 13, 14, 15 and 16) under separate cover. I thank you most sincerely for your quick response. I am glad you have placed our name on the mailing list to receive future issues.

I am sending you our Annual Reports for 1978/1979 which carry out some programs in out-of-school education. This is part of the University Extension Services in offering non-credit courses mainly to help people in gaining skills. Apart from the University, we do have voluntary organizations and the churches which offer out-of-school activities for both the youth and adults. When I get their Publications, I will send you the copies.

Elizabeth Mumba
Conference Tutor
The University of Zambia
Centre for Continuing Education,
Extension and Conference Unit
P. O. Box RW. 50516
Lusaka, Zambia 21 April 1980

What follows is a belated but nonetheless very sincere note of thanks for including our school to your mailing list. I've found your newsletter to be well organized and much more concentrated than the publications of similar agencies. Because of its density, I have put off in depth reading until my situation opened up time to devote to non-formal education problems. Now that that time has arrived, I find your newsletter not only mind expanding but directive in that it suggests general if not specific steps to be taken. Your bibliographies and network news sections contribute even more to the wide-ranged nature of The NFE Exchange . I wish it wide circulation.

As I come to implement various ideas both from your newsletter and those swimming in my own head I shall definitely do my best to keep you posted. I would not miss an opportunity to contribute a successful project idea to the NFE Exchange Center. From there I know it will be in good hands.

Michael D. Wingren, PCV
Kanja Tech. Sec. School
P.O. Box 6083
Runyenjes-Embu, Kenya

May 1980

Thank you very much for sending us Niehoff's book 'Non-Formal Education and the Rural Poor'. This is indeed quite valuable to us, and our students. Therefore, it is available from our library to all other people in this country.

Prof. Dr. Ir. A.W. van den Ban
The Netherlands

It was recommended at the seminar on The Assesment of the Implementation of the NFE Development Plan (SNEP/SW-7), held in Bangkok on 15-19 October 1979 that SEAMES should collect and collate information, based on case studies and researches already undertaken on the effectiveness of mass media in non-formal education.

The Secretariat would appreciate very much if you would send us any document on the above mentioned subject.

Ivar T. Gica
Information Officer
for Director, SEAMES
Southeast Asian Ministers of Education Secretariat
Darakarn Building
920 Sukhumwit Road
Bangkok 11, Thailand

June 19, 1980

During the months of June, July, and August, I will be devoting a good portion of my time for the preparation of materials related to the field of infant stimulation. The information to be prepared will cover various topics, including: prevention of birth defects, techniques for the handicapped, special equipment for the disabled, and basic information concerning disabilities. (Please refer to the additional information enclosed.)

While discussing this project with various friends, the Nonformal Education Information Center was suggested as a possible source for materials that might be useful for my project. What I would like to know at this time is if you have information related to the project described. If so, would it be possible to use the materials that are available and, how does one use your services?

Garren Lumpkin, PCV
Apartado 45
Nicoya, Costa Rica

May 26, 1980

I am requesting that my name be placed on a mailing list to receive copies of your publication, The Non-Formal Education Exchange. I am especially interested in teacher training materials employing Non-Formal techniques in preparing village-level persons to assume para-professional service delivery roles.

Dr. John Gilespie
Division de Desarrollo Humano
Instituto de Nutricion de Centro America
y Panama (INCAP)
Apartado Postal 11-88
Guatemala, Guatemala

May 29, 1980

Also on behalf of Prof. A.W. van de Ban I should like to thank you very much for sending us a copy of Richard O. Niehoff's "Non-Formal Education and the Rural Poor".

I wonder whether we could ask you to surprise a young colleague of ours, who is in desperate need of some recent literature, with a copy of this useful and interesting publication. If this is at all possible, his address is:

Bert Huizinga
University of Wageningen
Department of Extension Education
Hollandseweg 1
Wageningen, The Netherlands

8 May 1980

The Clearinghouse on Development Communication is currently designing the reorganization of its resource collection. The goal of this project is to improve access to the materials in the collection. As one who provides information services in a field related to development communication, you are in a position to help us in the design phase. We are anxious to learn more about your services and the methods you use for storing and retrieving bibliographic information. We are specifically interested in your indexing and classification systems (thesauri, controlled vocabularies, subject heading systems), computerized databases, and clearinghouses.

It would be helpful if you would send us any promotional materials you have produced (pamphlets, brochures, etc.) describing your information resources, services, and systems. We would also appreciate learning the name of the appropriate person to contact within your organization if we have specific questions regarding the organization of your resource center.

Sarah C. Hendrickson
Information Specialist
Clearinghouse on Development Communication
1414 22nd Street, N.W.
Washington, D.C. 20037 3 June 1980

I have read with much interest several copies of your publication "NFE Exchange". I have found some very helpful information in them particularly Issue no. 15-1979/1. If possible I would like to be put on the mailing list to receive this newsletter.

Victoria A. Rennie, PCV
P.T.T. Oussouye
Senegal 5 May 1980

Your name has been referred to me by Mr. Brij Mathur. VITA recently received the enclosed letter from Mr. Sekhar of Andhra Pradesh, India, requesting our assistance on providing information on creative education. Given your organization's special expertise in this area I am forwarding it to you in the hope that you can provide relevant information.

Janet Alarcon
Technical Inquiry Coordinator
Information Services
Volunteers in Technical Assistance (VITA)
3706 Rhode Island Avenue
Mt. Rainier, Maryland May 9, 1980

It was a pleasure to meet and talk with you during my stay at MSU and share ideas and activities. We are in different fields but have much in common in the way of documentation and dissemination of information in developing countries.

Dwight Middlebrook
Office of Rural Development and
Development Administration
Development Support Bureau
U.S. International Development Cooperation Agency
Agency for International Development
Washington, D.C. 20523 April 28, 1980

Great many thanks for your kind sending me "The NFE Exchange" at every time when it was issued. I have learned many things from it.

Also, it was a great pleasure for me to meet you when I visited your office at College of Education, M.S.U.

Yashuo Sugiara 7 July 1980

Thank you so much and for the very interesting talk we had in Michigan and for the publications and papers you sent us in a very prompt way. I will study them more closely after the examination-period taking ends on July 4, 1980.

We certainly plan to continue the exchange of ideas and resources and will shortly send you some notes for an international congress on development and non-formal Education.

Meanwhile, once again, thank you very much for everything.

Marcel van Spaandonck
President AVRUG
Africa Association of the
State University of Ghent
Rozier 44
B-9000 Gent, Beligum June 19, 1980

E. Special Studies and Requests for AID

At all times the NFE Information Center is "on-call" to USAID to carry out relevant special requests. These have varied considerably in scope and have covered a wide range of topics (e.g., on programs for out-of-school youth, on NFE projects for children, on core materials concerning NFE in Africa or the Middle East). From time to time we have provided annotated bibliographic references and photocopies of materials to individuals in Washington and overseas. Frequently we have shared names of individuals or centers engaged in NFE activities in different regions. The Center has also hosted AID-sponsored guests and provided training in non-formal education and documentation services to them.

F. Production of NFE Materials

A principal focus of the work of the Non-Formal Education Information Center is the analysis and synthesis of knowledge generated throughout the world and the subsequent sharing of this information. To this end the Center continues to publish and distribute several publications. During the past year, we began an Annotated Bibliography Series in an attempt to better meet the increasing demand for carefully selected, appropriate and relevant materials concerning different sectors and special audiences.

1. Publication and distribution of The NFE Exchange

Between September 1979 and August 1980 two issues of The NFE Exchange were published:

No. 17, Literacy and Development (24 pages)

No. 18, Children: Education and Change (28 pages)

The manuscript for issue No. 19, focusing on non-formal education and agriculture, was prepared during this period as well.

A contract Amendment, originating from AID's Office of Women in Development, was added to our original scope of work. This enabled us to continue to give additional attention to WID-related matters in The NFE Exchange and to publish a larger run on each of these issues. The additional 2,500 copies are distributed by AID's Office of Women in Development.

2. Special request bibliographies

Though the Center maintains extensive files of topical research completed, the requests made to the Center frequently require additional research. Between September 1979 and August 1980 the following special request bibliographies were prepared:

- Selected References on Non-Formal Education and Labor Productivity (From NFE Information Center Library)

- Organizations Involved in Development Programs for Children

- Select Listing of NFE/Development Organizations Located in the United States or Canada

- Select Listing on Non-Formal Education Information Center Participants in Organizations Located in the United States or Canada

- Sources of Further Information about Non-Formal Education Programs in the United States

- International Visitors Organizations in Selected Cities in the United States

- Some Sources Relating to Identifying Possible Sponsoring Agencies and Developing Funding Proposals

- Additional Materials Relating to Income Activities

- Some Documents Addressing Integrated Rural Development

- Selected Listing of Organizations Involved in Integrated Rural Development

- A Bibliography on Teaching Management to the Small Farmer

- A Bibliography on Non-formal Education and Handicappers; Individuals/Organizations Interested in Non-Formal Education and Handicappers

- Some Sources on Needs Assessment in NFE

- Bibliography of French Language Materials in the Non-Formal Education Information Center

- Sources on Participatory Training for Nutritionists and Health Workers

3. Annotated Bibliography Series

The continuing requests being directed to the NFE Information Center for thematic research, combined with the numerous and positive responses to our Bibliography on Non-Formal Education and Development (Draft), compiled by Mary Joy Pigozzi in May 1979, led us to re-examine the ways in which we were sharing NFE resources with colleagues around the world. We decided to initiate a series of topical annotated bibliographies as a supplement to the contract's

scope of work. Each bibliography will be built on core materials identified by NFE Center staff but contain more sources. Since 95 percent of the Center's print resources (numbering over 6,000 total items) have been contributed by development workers around the world, we think this Series will better serve to bring fugitive sources to the attention of those most apt to use the materials.

Between September 1979 and August 1980 work was begun on two bibliographies to be published in 1981; one, on women in development, and the second, on non-formal education and health.

4. Occasional Papers Series

So far the Center has published five Occasional Papers. The fifth, a departure in style from the earlier Occasional Papers in that it is a resource guide on periodical materials in the area of non-formal education and development, seems to have met an important need as we have received 400 requests for it.

Currently three papers are being considered for the series: one on radio and TV for health programs, one on the contribution of schooling and extension services to local farmers, and one on popular participation and the mass media.

G. Use of AID's Development Information and Utilization Center for Dissemination of Out-of-Print MSU/NFE Publications

As has been noted earlier in this report, the Non-Formal Education Information Center works closely with the AID R&D Report Distribution Center. Through this collaboration, persons in Africa, Asia, and Latin America are able to receive those MSU publications which

are now out-of-print. The mechanism we have developed necessitates receipt of out-of-print materials later than in-print ones, but acknowledgements from the field show that individuals are indeed receiving, and appreciative of, the documents they have requested.

It may be worth mentioning here that the Non-Formal Education Information Center continues to receive many requests for materials from AID personnel in Washington as well as overseas. A couple of these persons have suggested that, though DIU is housed in the same building as they are, they prefer to use MSU since the service is more rapid and more appropriate to their needs for critical selection.

Finally, we hypothesize that MSU may be in a better position to receive fugitive documents and project descriptions from certain kinds of LDC groups less likely to share materials with a U.S. government agency. This suggests that, even with the useful services being offered by DIU, an important role will always exist for an academic institution thought traditionally to be less intellectually tied to the vested interests of governments.

H. Problems, Recommendations, Plans

Between September 1979 and August 1980 the NFE Information Center carried out the tasks specified in the scope of work of contract AID/DSPE-C-0046, and also began publishing an Annotated Bibliography Series. Responses from planners and practitioners worldwide indicate that our research and services, particularly our efforts in selecting, analyzing and synthesizing materials, are being well received. Samples of illustrative correspondence are sent

quarterly to Dr. Raymond San Giovanni, the Program Officer for the contract.

Certain demands being placed on the Center require more staff support than anticipated. Several areas deserve mention.

- The number of international and national visitors coming to the Center steadily rises. Besides receiving individuals who literally "drop in" unannounced from around the world, we are increasingly receiving requests to prepare short training visits in non-formal education and/or network management at little advance notice.

- Special requests are often complex, requiring substantial research time to identify relevant materials that discuss the intersections required (such as communication strategies for teaching about natural fertilizers to a particular target group).

- Document procurement is critical to the collaborating LDC Centers. They need the materials with due haste to help carry out the terms of their agreements with MSU, yet the task of identifying 1,200 core documents and procuring them has proved more massive and time consuming than originally anticipated.

- The attention necessary for training and hospitality for our colleagues from counterpart centers, tends to compete with that needed for regular clearinghouse activities. Clearly, the training is essential but it may delay somewhat attention to other research and production activities.

- The travel activities are described in Parts III and IV of the report. It is important to note that our relatively small administrative staff undergoes severe reduction, whenever travel is part of the Center activities.

While these factors all serve to place some stress on the staff, we expect that all tasks outlined in the scope of work will continue to be accomplished as specified.

Though the problems inherent in an overworked and ever expanding manual library system have not been completely solved, we are actively engaged in assessing alternatives which includes partial mechanization.

During this reporting period, the Center proposed and discussed with PPC/WID the addition of a special, women in development component to its activities, especially those overseas, with AID's Office of Women in Development. On 30 August 1980 a contract amendment was effected to strengthen the WID dimensions of the NFE Information Center's technical assistance activities, to conduct a research project on WID-related inquiries directed to the Center, and to continue to make available WID-related services and materials in its clearinghouse activities.

III. SEMI-ANNUAL REPORT ON PROVIDING TECHNICAL ASSISTANCE IN CREATING LDC NATIONAL/REGIONAL INFORMATION CENTERS. March 1980-August 1980.

This report focuses on the efforts undertaken by MSU to strengthen the capacity of select NFE resource centers in Africa and Asia. For other activities of the Non-Formal Education Information Center readers are encouraged to read, in particular, Part II of this report.

A. Trip to Potential Sites and Proposals for Collaboration

A trip was taken by MSU and AID personnel to assess sites in Asia and East Africa as possible NFE network links. Results are summarized in this section. Detailed information may be obtained from Report of Trip to Manila, Philippines, Bangkok, Thailand, and Nairobi, Kenya, to Explore and Assess NFE Information Center Linkages, 10 April - 5 May, 1980 by Joan Claffey.

In both regions several organizations known to the U.S. representatives, as well as others suggested by the AID country officers, were visited.

1. Asia

a. Manila, Philippines

In the Philippines Ms. Claffey and Dr. San Giovanni met with representatives from the following organizations: Private Schools National Association in Non-Formal Education (PRISNANFE), Communication Foundation for Asia, University of the Philippines-Los Banos (UPLB), INNOTECH, and Fund for Assistance to Private Education (FAPE).

In consultation with Dr. Angel Quimzon (Education Advisor for USAID/Philippines), Mr. Ed Ploch (USAID/Manila Deputy Program Officer) and Dr. Anthony Schwartzwalder (USAID/Mission Director), Ms. Claffey and Dr. San Giovanni discussed MSU's interest in working with counterpart NFE Centers. All organizations indicated interest in collaborating with MSU and each had its own specific strengths to offer as a possible site.

b. Bangkok, Thailand

In Thailand three organizations were visited: Southeast Asia Ministers of Education Secretariat (SEAMES), Ministry of Education's Non-Formal Education Department, and Chulalongkorn University. Consultation with Mr. Robert Traister (USAID/Bangkok) preceeded and followed these visits.

2. East Africa

After meetings with Dr. Brandon Robinson, other AID REDSO/EA staff, Dr. San Giovanni and Ms. Claffey met with representatives of several organizations to discuss the NFE Information Center's interest in establishing a counterpart center in Anglophone Africa. The following organizations were visited: Institute of Adult Studies of the University of Nairobi, Partnership for Productivity, Institute of Development Studies of the University of Nairobi, National Christian Council of Kenya, and Basic Education Resources Center of Kenyatta Univeristy College.

B. Formal Agreements of Cooperation

Institut Africain pour le Developpement Economique et Social (INADES)-Documentation, Abidjan.

While in Abidjan in February 1980 Ms. Claffey, Dr. San Giovanni, Ms. Vial, Director of INADES-Documentation, and Rev. de Loisy drafted an Umbrella Agreement which covered general areas of common interest and

areas for collaboration. This was fully signed by January 1980 by authorized representatives of both organizations, thus allowing for the subsequent development of specific Task Agreements.

During the visit to INADES it was agreed that the first Task Agreement should provide for two-weeks training at MSU for two representatives of INADES-Documentation. This Agreement was drawn up and signed by MSU and INADES representatives in May, 1980. (See appendix III-A). The Agreement allowed for an opportunity to study the organization and activities of the NFE Information Center, to plan services to development practitioners in Francophone Africa, and to develop additional Agreements to further strengthen resources enabling INADES to meet the requests it receives.

C. In-Service Training at MSU for LDC Center Administrators and Specialists

Institut Africain pour le Developpement Economique et Social (INADES)-Documentation, Abidjan.

Between March and May, 1980 one of the activities of the staff of the NFE Information Center was to prepare for the training visit of Ms. Vial and her assistant, Ms. Aimee Adou. The two INADES representatives were in East Lansing, housed on the MSU campus, from 16 to 27 June 1980. They participated in an intensive study, much of it experiential, of the various operations of the Center: running and maintaining a network, preparing and publishing a newsletter, responding to requests for materials, and considering mechanization of the data base. While Ms. Adou spent additional time familiarizing herself with procedures, Ms. Vial worked with Ms. Claffey to draft additional Activity Agreements. Four more Task Agreements (nos. 2, 3, 4, and 5) were drafted: one to strengthen INADES-Documentation's resource collection, one to expand

and strengthen INADES' letter answering service, one to develop and organize a system so INADES can carry out its role as a regional NFE Center, and one to prepare and distribute a bulletin on non-formal education. (Appendix III-B contains a copy of Ms. Vial's report on the training visit, with a translation.) In July, INADES requested that the activity described in the fifth Agreement be postponed until the organization had an opportunity to identify better the proposed newsletter's target audience.

D. Problems, Recommendation, Plans

1. Francophone Africa

It is clear from our visits and correspondence that there is great interest in and need for the kinds of technical assistance the NFE Information Center is offering. Work with INADES-Documentation is progressing at a rate that organization considers consistent with its management capability.

Although no Agreements were formalized with the Sahel Development Planning Office or the Sahel Institute, the NFE Information Center responded with materials and information requested by Mr. Rifkin and agreed to continue to exchange materials and explore further collaboration.

2. Asia

a. The Philippines and Thailand

In June MSU received a letter of interest and a proposal for the establishment of a counterpart NFE Center at the University of the Philippines-Los Banos (UPLB) from Dr. Obdulia Sison. After discussions and in light of their field assessments, Ms. Claffey and Dr. San Giovanni agreed that UPLB appeared to have the strongest likelihood of serving the NFE-related needs of development planners and practitioners in Asia. MSU and AID concurred with the recommendation that MSU negotiate with UPLB to enter into a formal Agreement of Cooperation leading to the

establishment of a regional NFE Center for Asia. This decision was made nevertheless recognizing the individual strengths of PRISNANFE and the Ministry of Education's Office of Non-Formal Education, INNOTECH, Communication Foundation for Asia, and the Fund for Assistance to Private Education (FAPE), in the Philippnes; and the organizations mentioned in Thailand.

3. Anglophone Africa

Of the five organizations considered in Nairobi, the Institute of Adult Studies (IAS) of the University of Nairobi seems most deserving of immediate consideration as a counterpart Center. Partnership for Productivity is also interested in collaboration with MSU. Its scope of work is somewhat more exclusively focused on NFE for work than is that of IAS, however. Most critical to any discussions, however, is an agreement from relevant AID representatives in Kenya to support, in principle, an MSU NFE linkage in Nairobi. To this point, USAID/ Nairobi officials have not concurred with REDSO/EA opinion on the desirability of such an activity.

4. Other observations

Several concerns have surfaced as a result of our technical assistance activities between March and September, 1980.

There appears to be a great unmet need for materials and knowledge related to NFE in LDCs. This is evident from the wishes, interest, and requests expressed by various individuals to Dr. San Giovanni, and Ms. Claffey.

Through its modest support of counterpart centers the Non-Formal Education Information Center is attempting to share materials on NFE and development. It is clear that the need for training and development of in-country personnel is critical--not only for identified counterpart Centers but also in many other indigenous and

locally-based organizations. The time and money provided to meet these needs seem woefully inadequate in view of the genuine expression of LDC interest.

Furthermore, the analysis and synthesis of knowledge on non-formal education is the backbone upon which training, publication, validation and exchange must depend. This is currently work being performed by MSU, particularly through the Center's publications such as The NFE Exchange. However critical the task, it may be unrealistic to expect the collaborating centers to develop this capacity in the very short time that they are supported by MSU.

Another theme that emerges from the assessment visits is that the networking so important for sharing materials and knowledge on NFE and development might be more effective if several organizations within a given region were strengthened.

IV. SEMI-ANNUAL REPORT ON PROVIDING TECHNICAL ASSISTANCE IN CREATING LDC NATIONAL/REGIONAL INFORMATION CENTERS. September 1980-February 1981.

The technical assistance activities carried out by the MSU Non-Formal Education Information Center between September 1980 and February 1981 are a continuation of activities begun in September 1979, under contract AID, DSPE-C-0046, to strengthen selected organizations in Africa, Asia, and Latin America to serve as regional NFE Information Centers. These activities were enriched by an amendment to the MSU NFE Network contract which provides for greater emphasis on women in development (WID). The basic support activities relating to the technical assistance portion of the NFE Network Project are described in Part II of this report.

A. Women in Development (WID) Contract Supplement

At the end of September 1980, through an Amendment to the DS/ED contract, the NFE Information Center received funding from AID's Office of Women in Development to strengthen the WID component of the Non-Formal Education Network Project. As a result, MSU has continued to emphasize WID-related issues and materials in The NFE Exchange and to respond to WID-related requests. In November 1980 Joan Claffey met with Ray San Giovanni (DS/ED) and Arvonne Fraser (PPC/WID) to discuss implementation of the WID-related work of the contract. Ms. Fraser intended that the Francophone Africa and Latin American institutions cooperating with the Non-Formal Education Information Center receive additional "WID support" since those organizations would be publishing and otherwise providing services in French and in Spanish, respectively. INADES-Documentation, with whom the possibility of such additional WID-related funding was discussed during the training visit to MSU in June 1980, indicated in December 1980, after formal negotiations regarding these WID-related activities were proposed, a desire to "wait about a year" before entering into the special WID tasks outlined. In view of this and because of the extensive work being done at UPLB concerning non-formal education and women in development, Ms. Claffey proposed that UPLB be invited to take on the proposed WID contract activities. This suggestion was endorsed by Ms. Fraser, who remained interested in later PPC/WID support for INADES. Ms. Claffey corresponded in December 1980 with Dr. Sison of UPLB, with whom she and Dr. San Giovanni met in Los Banos in May 1980, about the additionally proposed WID activities.

Two counterpart Centers (at the University of the Philippines-Los Banos (UPLB) and Federacion para la Educacion Permanente en Colombia-Centro

para el Desarrollo de la Educacion (FEPEC-CEDEN) in Colombia) have thus been named to receive additional resources (funding for personnel, training, and materials) to enhance their WID-related activities.

Also related to the contract Amendment, MSU is engaged in networking focusing on WID-related needs, and conducting a content analysis of corresponsence received by the Center since June 1978 that relates to WID. The latter project will continue through April 1981 and assess the nature and source of inquiries concerning women in development in order to made recommendations about the extent and kind of WID-related information needs of planners, researchers, and practitioners.

B. Trips to Potential Sites and Proposals for Collaboration

1. South America

From 22 to 29 September 1980 Joan Claffey (MSU) and Jim Hoxeng (AID, DS/ED) visited two organizations in Colombia to assess their suitability to serve as a regional NFE/WID Information Center for Latin America. Detailed discussion of this visit may be found in Report of Trip to Colombia to Explore and Assess NFE Information Center Linkages 22-29 September 1980 by Joan M. Claffey.

Ms. Claffey and Mr. Hoxeng visited Accion Cultural Popular (ACPO) and Federacion para la Educacion Permanente en Colombia-Centro para el Desarrollo de la Educacion No-Formal (FEPEC-CEDEN). After extensive meetings with personnel from each organization and observation of work of both organizations, it was mutually thought by all parties that FEPEC-CEDEN could ably serve as the Latin American link for the NFE Network Project. A draft proposal was received from FEPEC-CEDEN in early November 1980.

C. Formal Agreements of Cooperation

During December 1980, draft Agreements of Cooperation with FEPEC-CEDEN and UPLB, and Activity Agreements with INADES-Documentation, were completed by MSU, then reviewed and approved by the designated AID Contract Officer.

1. Institut Africain pour le Developpement Economique et Social (INADES)-Documentation

In December 1980 three Activity Agreements, signed by authorized MSU representatives, were sent to INADES. As tasks to be completed under the General Agreement with MSU, these involve: strengthening INADES' resource collection (Activity Agreement No. 2), expanding and strengthening INADES' letter-answering service (Activity Agreement No. 3), and developing an organization system to enable INADES to function better as a regional NFE Center (Activity Agreement No. 4). The Agreements were signed by INADES and received at MSU at the end of February 1981 with a request for an extension of the time period for the activities until June 1982 since the beginning of the activities had been delayed. The Agreements with INADES are contained in Appendix IV-A.

January 1980 marked the official completion of the first Activity Agreement (the training visit to MSU in June 1980) with Ms. Vial and Ms. Adou receiving their reimbursement checks and with Mr. Gerald Jacob's (MSU Contract Administration) receipt of a final report (in the form of a letter) from the MSU Non-Formal Education Information Center.

2. Federacion para la Educacion Permanente en Colombia-Centro para el Desarrollo de la Educacion (FEPEC-CEDEN)

In December 1980 MSU sent the drafted Agreement of Cooperation to Mr. Rene Hauzeur of FEPEC-CEDEN, based on the proposals submitted by that organization and discussions that had been held in Bogota during the assessment visit (See Appendix IV-B). Generally, the Agreement calls for FEPEC-CEDEN to serve as an NFE/WID Information Center that will serve the Latin American region. In January 1981 MSU received the documents duly signed by representatives of both organizations, and a request from FEPEC for an Amendment that would allow for an advance of funds. Such an Amendment was sent to Botota the end of January and approved by FEPEC-CEDEN in February. A training visit to MSU and other locations was scheduled for April 1980.

1980.

3. University of the Philippines-Los Banos (UPLB), Department of Agricultural Education

In September 1980 Dr. Obdulia Sison of the Department of Agricultural Education, UPLB was informed by Joan Claffey that MSU had received AID authorization to begin negotiations to establish an NFE Center at UPLB. Since the WID Amendment had been added to the MSU NFE Network Project after Ms. Claffey and Dr. San Giovanni had met with representatives from UPLB, Ms. Claffey sent a proposed Agreement of Cooperation to Dr. Sison with a cover letter that further described the opportunity to engage in an expanded scope of work. This proposed Agreement was followed in December 1980 by a formal document duly signed by MSU representatives (see Appendix IV-C). In February MSU was notified that the Agreement had been approved at Los Banos and that it was in the approval process on the main campus.

D. Other Requests

In the short time since MSU began formal collaboration with counterpart Centers in Africa, Asia, and Latin America, there have been several requests made to the NFEIC at MSU to assist in the development of NFE Information Centers around the world.

Although most of the requesting organizations fully recognize the resource limitations of the NFE Network Project, they have indicated an interest in acquiring, at the very least, what the NFE Center considers its core collection. A Core Bibliography on NFE, representing this core collection, consists of a bibliographic listing of materials currently held in the NFE library at MSU that NFEIC staff have identified as most likely to be useful to development planners and practitioners. This holding of about 1,000 items is continually being updated. The basic collection contains several hundred materials specifically pertinent to WID, and counterpart organizations serving as NFE/WID centers will receive most of these.

1. Sahelian Scientific and Technical Information and Documentation Network (RESADOC), Sahel Development Planning Office, Bamako, Mali

   As noted in the previous semi-annual report (March-August 1980), a keen interest was expressed in Bamako in having RESADOC play a role in the NFE Network Project. We have been asked to share the Core Bibliography with the Sahel Development Planning Office and to inform Mr. Rifkin of this AID Office when MSU begins to purchase these materials as he would like to have a set purchased for his organization.

2. Institute of Adult Studies (IAS), University of Nairobi, Nairobi, Kenya

In December 1980 the MSU NFEIC received another letter from Mr. Kinyanjui of the IAS indicating his organization's wish to be a regional NFE Center for Anglophone Africa. Though MSU would like to work with IAS and could possibly provide a modest level of support, approval from USAID/Nairobi must be forthcoming before negotiations can begin.

3. Accion Cultural Popular (ACPO), Bogota, Colombia

In a final meeting during the September trip to Bogota, Dr. Hernando Bernal of ACPO indicated that should MSU select FEPEC-CEDEN as a counterpart Center, ACPO would, nevertheless, like to collaborate with MSU. Specifically, ACPO would like to receive copies of the core collection and have representatives receive training appropriate to materials exchange and a letter-answering service.

4. Communication Foundation for Asia-India (CFA-I), Kerala, India

In December 1980 the NFEIC received a request from Rev. Philip Pannivelly to assist in setting up an NFE Resource Center and to provide core materials on non-formal education and development for CFA-I.

5. Lesotho Distance Teaching Centre (LDTC), Maseru, Lesotho

Also in December 1980 and through Jim Hoxeng (AID, DS/ED), the LDTC inquired regarding the availability and terms under which acquisition of the NFEIC's Core Bibliography might be possible. LDTC is considering submitting a proposal wherein it would reimburse MSU for costs incurred for procurement of materials LDTC would select from the Core Bibliography. The LDTC has received up-to-date copies of the Core Bibliography.

6. Centre National d'Education, Yaounde, Cameroon

In January 1981, Dr. Etienne Bebbe-Njoh visited the MSU NFEIC as part of a project his organization is conducting, with USAID, DS/ED, which includes a survey to be made of NFE programs in Cameroon. Very impressed by the NFEIC documents collection, Mr. Bebbe-Njoh requested that MSU supply the Centre National d'Education with a selection of materials from the Core Bibliography. He also requested an on-going relationship wherein MSU would select and procure relevant publications for his Centre and wherein MSU might provide consultants with expertise on non-formal education and network managment. He indicated a willingness to explore funding for these activities upon his return.

7. Institute of Adult Education (IAE), University of Zimbabwe, Salisbury, Zimbabwe

In February 1981, Dr. Denzil Russell visited the NFEIC at the suggestion of DS/ED and Mr. Richard Shortledge, USAID/Salisbury. As support for IAE's research projects in non-formal education, women in development, and in its training activities, the IAE is building an extensive Learning Resource Centre (LRC). The LRC will have a unit focusing exclusively on non-formal education. Dr. Russell indicated that he was exploring possibilities with organizations that might be contracted to develop the NFE component of the LRC. He had already visited the Commonwealth Secretariat in London. Late in February, through USAID/Zimbabwe and DS/ED, MSU received a request to propose, in general terms, and provide approximate costs for, the various services it could provide for IAE.

8. USAID NFE Project in Swaziland

On behalf of Mr. William Carleson, USAID/Mbabane, Mr. Wilbur Waffle, AID, AFR/DR/EHR, requested a listing of the Core NFE materials held

by the NFEIC. It is possible that USAID/Swaziland also will request that MSU procure selected materials for the Swaziland project.

E. Identifying a Basic Stock of Women in Development Materials

The WID amendment to MSU's NFE Network Project contract enables select LDC centers to substantially strengthen their WID resource collection. Although MSU's Core Bibliography includes many important WID-related materials, the Center undertook to identify additional WID materials that could serve as a basic stock for a regional WID resource collection. The annotated list of these print materials has been published by the MSU NFEIC as Annotated Bibliography #1, Women in Development: A Selected Annotated Bibliography and Resource Guide. These materials will be procured by MSU for FEPEC-CEDEN and UPLB.

F. Efforts Toward Provision of a Basic Stock of NFE/WID Materials to LDC Centers.

The NFEIC Core collection of approximately 1,000 NFE and WID resources has been identified and listings of selected titles are available under the following headings: Adults, Africa, Agriculture, Appropriate Technology, Asia, Children, Communication, Community Development, Cooperatives, Cost Effectiveness, Credit Unions, Curriculum Development, Evaluation, Family Planning, French, Handicappers, Health, Home Economics, Income Generation, Industrial/Vocational, Integrated Development, Journals and Newsletters, Latin America, Literacy/Basic Education, Management-Business, Needs Assessment, Non-Formal Education and Development, Non-Formal Education Theory, Nutrition, Out-of-School Youth, Participation, Project Management/Administration, Project Planning, Project Proposals and Funding, Small Business, Training, Urban, and Women in Development. MSU center staff are currently involved in identifying the required procurement information (such as whether the document has to be photo-

copied from our collection, requested from another organization, or purchased and at what cost). Once this is complete, efforts will proceed to request materials from certain organizations and to purchase other materials where necessary. A system for recording the various aspects of this process (such as method of procurement, request and response dates, cost, and dates of mailing to LDC Centers) is already in operation. We continue with this activity even as we realize that this task can never be completed since every day more publications that should be part of a Core NFE collection come to our attention.

G. Problems, Recommendations, Plans

As we review the activities that have taken place over the last six months, time appears the most problematic element. The distance separating MSU from its counterparts and our dependence on the frequently slow international mails delayed progress in our collaboration. For example, it regularly takes four weeks for an airmail letter to arrive to or from Abidjan. More important, however, is the impact these delays may have on the ability of our counterparts to complete the tasks they have contracted to carry out. Our expectations of our counterparts could be considered exceedingly high, even under the best of circumstances. Moreover, our own experience at MSU has shown that to train people in NFE/WID related areas and in network management takes a great deal of time. The formal Agreements of Cooperation effected with INADES, UPLB, and CEDEN will be a year and a half in duration as the AID/MSU NFE Contract is scheduled to expire on 30 August 1982. To think that these three organizations, even with the most expert of personnel, will be able to reach a stage in which they will be able to further develop, manage, and completely

finance regional NFE centers without additional training, material, and other support seems unrealistic, given the very brief implementation time.

If possible, MSU hopes to conduct consultation visits and train the representatives from Colombia and the Philippines at the same time (in April) so they have the opportunity to know one other, learn about the work of their respective organizations, and plan mutual collaboration.

Since our last semi-annual report (March-August 1980) our observation that there is a more pressing need than perhaps realized for NFE/WID training and materials in LDC's is further supported. Expanded financial and personnel resources will be required to respond to the additional requests for assistance, to develop national/regional NFE centers, which are pouring into the Non-Formal Education Information Center and described in Section D of this report. While our rather overextended staff is already experiencing the added demands of these requests from LDCs, it also realizes the tremendous worth of being able to share of the NFE knowledge and experience built up at MSU and by the NFEIC in recent years.

V. SUMMARY

The technical assistance activities and the clearinghouse activities of the NFE Information Center are intricately intertwined. And, the progress and problems of one set of activities will always have some effect on the other. This short summary attempts to identify some of these interfaces and summarize concerns that may need special attention in the next year.

A. Agreements of Cooperation to Provide Technical Assistance to Create Regional NFE/WID Centers

The time it took to get the three international Agreements of Cooperation negotiated; approved by MSU, its collaborators, and AID/WID; signed and into place has already shortened the time available to the counterparts for their implementation activities. This is further complicated by the enormity of the procurement task and the length of time it may take counterparts to build their NFE/WID-related skills, expand their networking functions and services, and produce user-oriented materials. These considerations suggest that it is probably opportune to reassess the time frame planned for the successful implementation of the NFE Network Project.

Related to this concern is the issue of whether counterpart Centers will have had sufficient time by mid-1982 for groundwork activities and to find and train staff to perform the analysis and synthesis that is essential to knowledge building in NFE and WID. This, it should be underscored, is the single most important facet of work of the Center staff at MSU and the basis upon which all other networking and exchange services of an Information Center must be predicated.

Counterpart Centers are being encouraged to seek additional support for their activities as currently MSU support is scheduled to terminate mid 1982. Considering the many other activities in which the counterpart Centers are engaged and the short time allotted, LDC Center staff may not have sufficient time to search for funds. Furthermore, even if they are able to identify potential sources, the Centers may not be in an immediate position to show many products that can meaningfully demonstrate their

potential as NFE/WID resource centers. In this regard, it may be necessary for AID and MSU to consider, along with the counterparts in Africa, Asia, and Latin America, how the essential services offered by all four organizations might be continued.

B. NFE/WID Knowledge Generation and Information Management

Work in the area of information management carried out by the MSU Center (particularly as it has explored mechanization) has raised a number of important questions with regard to knowledge generation and access to information. Believing that knowledge is properly generated by all, and that development related knowledge should have the widest availability possible, we think it worth considering, more broadly, the subject of development documentation. Also worthy of examination are the kinds of organizations which might be in a favorable position to promote knowledge-generation by, and exchange among, not only development planners and practitioners per se, but also by those who are the expected beneficiaries of development activities.

Equally important is the making of careful summaries (analysis, synthesis, evaluation) of that knowledge. For without critical assessment of the assumptions and experiences of development efforts, no legacy will be offered for those who will continue to work in this area.

C. Training in NFE, WID, and Information Resources for Development

Increasing demands being placed on the Non-Formal Education Information Center for training in NFE, WID, and development information resources, suggest that the Center is regarded as having unique skills in these areas. It seems worth considering ways in which this expertise can be drawn upon more systematically by various LDC organizations and groups.

APPENDIX III-A

INADES ACTIVITY AGREEMENT # 1:

Training at MSU

APPENDICES

ACTIVITY AGREEMENT NUMBER 1

Entered into in accord with the General Agreement of Cooperation between Michigan State University for the Non-Formal Education Information Center and the Institut Africain Pour Le Developpement Economique Et Social (INADES) for INADES-Documentation.

A. Task and Outcomes

1. This agreement provides for the visit of two representatives of INADES-Documentation to MSU:

   a. to study the organization and activities of the NFE Information Center; in particular, the composition and functioning of the NFE Network, means used for response to inquiries, and development and maintenance of the resource collection.

   b. to prepare with MSU colleagues a plan to facilitate collaboration between INADES-Documentation and the NFE Information Center in areas of mutual interest.

2. It is anticipated that this visit will result in agreed upon means to share resources and to strengthen the response capacity of each organization to those seeking information and referrals vis-a-vis Francophone Africa. It is also anticipated that further activity agreements will be developed as outcomes of this visit.

B. Responsibilities

1. INADES-Documentation will select two representatives to visit MSU. It is desirable that one representative be in an administrative capacity, and the other involved in the implementation of the organizations activities. Both representatives should be expected to have a sufficiently on-going relationship with INADES-Documentation so that the organization may be strengthened by the visit.

2. MSU will provide transportation for two persons from Abidjan to East Lansing plus accommodations and the customary stipend for meals. The staff of the NFE Information Center will provide instruction in the operations of the organization, make all Center resources available, facilitate use of other University resources and assist in coordination of the visit.

C. Reports

1. The representatives of INADES-Documentation will prepare a report of the visit including chronology of visit, objectives, accomplishments and results, any difficulties encountered in realizing the objectives, and recommendations. This report shall be submitted within 45 days of the completion of the visit.

2. The staff of the NFE Information Center will prepare a final report on this activity agreement including objectives, accomplishments, and recommendations.

D. Length of Time of the Activity

1. The visit of two representatives of INADES-Documentation to MSU shall be for two weeks (ten working days), to be scheduled during the approximate period of 14-28 June 1980. The trip report shall be done 45 days after the visit.

E. Financial Information and Arrangements

1. MSU will provide:

   a. round-trip ticketing between Abidjan and Lansing for two INADES-Documentation representatives

   b. accomodations (two single rooms) on the Michigan State University campus, if available, and stipend for meals

   c. a per diem in accordance with US Government regulations to INADES representatives while they are in transit.

2. The two representatives of INADES-Documentation will submit to MSU transportation and accommodation vouchers

F. Amendment Provisions

1. This activity agreement may be amended through proposed written amendments, duly signed by representatives of MSU and INADES-Documentation.

SIGNATURES

For INADES-Documentation
at
Institut Africain Pour le Developpement
Economique et Social
Abidjan, IVORY COAST

Name: R. J. Chauvet
Pere Eric De Rosny

Title: Director, INADES

Date: 19 juin 1980

Name: N. Vial
Nicole Vial

Title: Director, INADES-Documentation

Date:

For the NFE Information Center
at
Michigan State University
East Lansing, Michigan, USA

Name: Roger Wilkinson
ROGER WILKINSON

Title: Associate Vice President for Business and Finance

Date: 5-30-80

Name:
Cole S. Brembeck/David K. Heenan
(Acting Director)

Title: Assoc. Dean, College of Education

Date: May 30, 1980

Name: Joan M. Claffey
Joan M. Claffey

Title: Director, NFE Information Center

Date: 30 May 1980

REPORT OF TRAINING VISIT

OF

AIMEE ADOU AND NICOLE VIAL

AT

THE NON-FORMAL EDUCATION INFORMATION CENTER

MICHIGAN STATE UNIVERSITY*

Submitted by

Nicole Vial

INADES-DOCUMENTATION

ABIDJAN, IVORY COAST

11 July, 1980

*Translated version is a resume

APPENDIX III-B

TRANSLATION OF INADES' TRAINING VISIT REPORT

SUMMARY OF PROGRAM

1) Visit Schedule

2) Objective of training -- to know well the goals, organization and products of NFEIC to allow for future collaboration.

3) Results -- training proved to be very positive.

3.1) Goal -- we better understand the NFE goal -- to put people engaged in NFE in contact:

- among themselves
- with pertinent documents
- with appropriate organizations
- with similar projects

through the important tasks of collecting and coordinating information describing each organization's accomplishments. The NFE Exchange plays a primary function in this realm, the correspondence, in spite of its volume, only second. But in this relationship our goals seem to be in harmony. Collaborations would enable us to develop this aspect and perfect the necessary tools (developing files, etc.)

3.2) Organization -- within 3 years this letter writing has developed well and we asked a number of questions. NFE, having a longer experience, has found several solutions to the problems which are increasingly becoming problematic for us.

We especially appreciated the logs, paragraphs and filing. Logs are an excellent way to keep statistics daily - they avoid long computations and recapitulations at the end of the year. We'll surely adopt them, modifying

them so they will contain the data we need for our semi-annual and annual reports.

The paragraphs save a lot of time while still maintaining the personal responses. Aimee wrote "editing some letters enabled me to appreciate them fully. They assure rapidity of responses. Paragraphs similarly adopted would only improve SPQR and increase its profitability".

The alphabetical correspondence files allow for quick finding of earlier correspondence. This system seems better than our chronological one.

3.3) Products -- we had plenty of time to look at correspondence closely and The NFE Exchange. We neglected the bibliographies as we are more familiar with these. However, one thing seemed important, the Director's control over all products regardless who produced them and her systematic knowledge of the procedures.

4) Agreements -- Four were outlined. They need to be more detailed, but they are essentially to focus on:

- gift of English documents and purchase of books and other pedagogical tools in French
- to take financial responsibility of certain specific questions in NFE
- financial aid for correspondence related files.
- preparation of a biannual publication on NFE
- Women in Development

5) Visits -- we visted African Studies Center, Sahel Documentation Center, African Rural Economy Program.

6) Difficulties -- Language was the principle difficulty augmented by Aimee's handicap. Translators, everyone's kindness and goodwill allowed a good general comprehension.

7) Recommendations -- This setting seemed interesting because it allowed a real knowledge of the Center. The exchange of correspondence will be modified and facilitated.

It would have been interesting to "see" the Center as a whole from the beginning to allow an understanding of the various connections (in relation to MSU) which one ignores when one arrives from the exterior.

Two weeks seemed sufficient to get the essential functions of the Center. For a longer training it would be necessary to invest in concrete work like that done by Aimee the last few days, or in an edition of The NFE Exchange or more exhaustive understanding of CDC project.

The price differences for office equipment are considerable between Ivory Coast and U.S. It would be good to study the possibility of purchasing through AID.

To finish this brief report, we wish to thank all the members of the Center who tried so hard to make our stay pleasant.

I think it will be equally useful to improve the organization and efficiency of INADES-Documentation. We appreciated the use of simple ways which are equally resonable for us. A more technical organization would have made the stay less profitable.

APPENDIX IV-A

INADES' ACTIVITY AGREEMENTS Nos. 2, 3, and 4

ACTIVITY AGREEMENT NUMBER 2

Entered into in accord with the General Agreement of Cooperation between Michigan State University for the Non-Formal Education Information Center and the Institut Africain Pour Le Developpement Economique Et Social (INADES) for INADES-Documentation.

A. Task and Outcomes

The goal of this agreement is to strengthen the resource collection of INADES-Documentation, in both English and in French, in the area of non-formal education for development.

1. The documentation will concern the following topics: NFE and agriculture, community and integrated development, cooperatives, health, nutrition, literacy and basic education, management, appropriate technology, communication, planning and evaluation, participation and training, general theoretical considerations. It will include focus on a variety of audiences (e.g., adults, rural and urban groups, women, out-of-school youth, children). Of special interest will be the African context, but other materials of relevance may also be included.

2. It is anticipated that the addition of such materials on non-formal education will enable INADES-Documentation to better respond to requests for NFE information and resources from development planners and practitioners.

B. Responsibilities

1. The MSU NFE Information Center will provide INADES-Documentation with a basic stock of its core materials on non-formal education.

2. INADES-Documentation will identify and acquire relevant documents on non-formal education in French.

C. Reports and Records

1. INADES-Documentation will send a report to MSU, at six-month intervals, indicating the status of the implementation of this activity agreement, the documents acquired, their nature and the audience for whom intended.

2. The MSU NFE Information Center will prepare a final report on this agreement including objectives, accomplishments, and recommendations.

D. Length of Time of Activity

The activity shall take place for one year from approximately 1 January 1981 through 31 December 1981, with extension negotiable through 30 June 1982.

E. Financial Information and Arrangements

1. MSU will provide a basic stock of its core documents on NFE including all costs in connection with identification, procurement, and mailing. MSU will reimberse INADES for actual costs incurred

under this agreement up to a maximum of U.S. per twelve month period. INADES-Documentation will submit quarterly invoices to MSU NFE Information Center supported by appropriate receipts and summaries of charges for publications purchased.

2. INADES-Documentation will make available to MSU, as requested, related records of expenses in connection with this activity.

F. Amendment Provisions

This activity may be amended through proposed written amendments, duly signed by representatives of MSU and INADES.

SIGNATURES

For	For
Institut Africain Pour le Developpement Economique et Social Abidjan, IVORY COAST	Michigan State University East Lansing, Michigan, USA
Name: _____	Name: _____
Title: _____	Title: _____
Date: _____	Date: _____

ACTIVITY AGREEMENT NUMBER 3

Entered into in accord with the General Agreement of Cooperation between Michigan State University for the Non-Formal Education Information Center and the Institut Africain Pour Le Developpement Economique Et Social (INADES) for INADES-Documentation.

A. Task and Outcomes

The goal of this activity is the expanding and strengthening of the letter-answering service (SPQR) of INADES-Documentation in the field of non-formal education on behalf of Francophone Africa.

1. The activity is designed to enable development trainers and other practitioners to be in better contact with relevant documentation, organizations and persons engaged in similar fields of work in NFE.

2. The letter-answering service will give priority to "front-line workers" in adult and non-formal education, "animation rural" and extension, and to others in development efforts such as rural teachers, health care personnel, missionaries, farmers.

3. Responses to inquiries may take a variety of forms, including simple responses, bibliographies, names and addresses of contact persons and organizations, photocopies of selected materials, and the documents of INADES such as Agripromo.

B. Responsibilities

1. INADES-Documentation will respond to all letters or other forms of inquiries received either directly or through the NFE Information Center of MSU. INADES-Documentation will keep records of letters concerning NFE received directly, transmitted by MSU/NFE, or sent by INADES to MSU. It will also keep records to assess the kinds of inquiries received, their sources, and the nature of responses given.

2. The MSU NFE Information Center will respond to all letters directed to them from INADES and keep records of these. MSU/NFE will also direct inquiries of persons interested in NFE in Francophone Africa to INADES-Documentation.

C. Reports and Records

1. INADES-Documentation will send a report to MSU, at six-month intervals, describing the implementation of this activity agreement as indicated in "B-1".

2. The NFE Information Center will prepare a final report on this activity agreement including objectives, accomplishments, and recommendations.

D. Length of Time of Activity

This activity shall take place for one year from approximately 1 January 1981 through 31 December 1981, with extension negotiable through 30 June 1982.

E. Financial Information and Arrangements

1. MSU will reimburse INADES for actual costs incurred under this agreement up to a maximum of U.S. per twelve month period. INADES-Documentation will submit quarterly invoices to MSU NFE Information Center supported by appropriate receipts and summaries of charges.

2. INADES-Documentation will make available to MSU, as requested, related records of expenses in connection with this activity.

F. Amendment Provisions

This activity may be amended through proposed written amendments, duly signed by representatives of MSU and INADES.

SIGNATURES

For	For
Institut Africain Pour le Developpement Economique et Social Abidjan, IVORY COAST	Michigan State University East Lansing, Michigan, USA
Name: _____	Name: _____
Title: _____	Title: _____
Date: _____	Date: _____

ACTIVITY AGREEMENT NUMBER 4

Entered into in accord with the General Agreement of Cooperation between Michigan State University for the Non-Formal Education Information Center and the Institut Africain Pour Le Developpement Economique Et Social (INADES) for INADES-Documentation.

A. Task and Outcomes

The purpose of this agreement is to enable INADES-Documentation to develop an organization system to carry out its role as a regional non-formal education information center. INADES-Documentation will devise various working files to include but not be limited to an organization file, a project file, and a correspondence file.

B. Responsibilities

1. INADES-Documentation will create and maintain the working files.

2. MSU will provide assistance towards meeting costs associated with developing and housing the files. The MSU NFE Information Center will provide INADES-Documentation with its list of organizations and personnel in Francophone Africa.

C. Records and Reports

1. INADES-Documentation will send a report to the MSU NFE Information Center at six-month intervals, indicating the status of the implementation of this activity agreement.

2. The NFE Information Center will prepare a final report on this activity agreement including objectives, accomplishments, and recommendations.

D. Length of Time of Activity

This activity shall take place between 1 January 1981 and 31 December 1981.

E. Financial Information and Arrangements

1. MSU will reimburse INADES for actual costs incurred under this agreement up to maximum of U.S. per twelve month period. INADES-Documentation will submit quarterly invoices to MSU NFE Information Center supported by appropriate receipts and summaries of charges.

2. INADES-Documentation will make available to MSU, as requested, related records of expenses in connection with this activity.

F. This activity may be amended through proposed written amendments, duly signed by representatives of MSU and INADES.

SIGNATURES

For
Institut Africain Pour le Developpement
Economique et Social
Abidjan, IVORY COAST

Name: _____

Title: _____

Date: _____

For
Michigan State University
East Lansing, Michigan, USA

Name: _____

Title: _____

Name: _____

APPENDIX IV-B

MSU/FEPEC-CEDEN AGREEMENT OF COOPERATION

MICHIGAN STATE UNIVERSITY
EAST LANSING, MICHIGAN, USA
IN COOPERATION WITH
THE AGENCY FOR INTERNATIONAL DEVELOPMENT
IN IMPLEMENTATION OF
THE NON-FORMAL EDUCATION NETWORK PROJECT
(AID-DSPE-C-0046)

AGREEMENT OF COOPERATION WITH
FUNDACION PARA LA EDUCACION PERMANENTE EN COLOMBIA
CENTRO PARA EL DESAROLLO DE LA EDUCACION NO FORMAL
BOGOTA, COLOMBIA
FOR
NON-FORMAL EDUCATION/WOMEN IN DEVELOPMENT INFORMATION CENTER
FOR LATIN AMERICA

AGREEMENT

between

MICHIGAN STATE UNIVERSITY

and

FUNDACION PARA LA EDUCACION PERMANENTE EN COLOMBIA

FOR NON-FORMAL EDUCATION/WOMEN IN DEVELOPMENT (NFE/WID)

INFORMATION CENTER FOR LATIN AMERICA

ARTICLE I. PARTIES TO THE AGREEMENT

This agreement of cooperation is entered into between Michigan State University (MSU), East Lansing, Michigan, USA, and Fundacion para la Educacion Permanente en Colombia (FEPEC) - Centro para el Desarrollo de la Educacion No Formal (CEDEN), Bogota, Colombia.

ARTICLE II. PURPOSE OF THE AGREEMENT

Both parties to this Agreement share a desire to help improve the quality of life of the people of Latin America, especially those who reside in rural areas. It is expected that the collaborative relationship hereby established will be of mutual benefit to both parties and enable them to better assist development planners and practitioners using non-formal education, particularly in Latin America.

ARTICLE III. RATIONALE

This general agreement of cooperation is based on certain commonalities of mission, objectives, and activities existing on the parts of both MSU's Non-Formal Education Information Center and FEPEC-CEDEN.

A. Michigan State University

1. Michigan State University, founded in 1855, is a "land-grant institution" with a commitment to three basic and interrelated functions: teaching, research, and service. The University seeks to incorporate a broad international dimension throughout its educational programs, believing that

its graduates and faculty should be responsibly involved in addressing critical problems of an international or global nature.

The Institute for International Studies in Education, which houses the Non-Formal Education Information Center, assists with the administration and channeling of the University's interests and activities in international education. The Institute is especially concerned with expanding knowledge about cross-cultural education and education for development and promoting the application and validation of this knowledge in a program of cooperative service.

2. The Non-Formal Education (NFE) Information Center seeks to serve a world-wide network of program planners, practitioners and researchers concerned with the generation and use of knowledge about non-formal education and development. The Center aims to:

- put people in touch with resources and ideas related to non-formal education for development,
- encourage knowledge generation, facilitate contact and promote horizontal linkages among persons and organizations involved in non-formal education,
- study characteristics, trends, alternatives and innovations in the field of non-formal education and development and make these findings available to a large audience, especially through The NFE Exchange,
- make possible principally an exchange, rather than a dissemination, of information and knowledge concerning NFE experiences and resources; encourage feedback and exchange regarding application and validation of NFE-related ideas and practices.

3. Highlights of the work of the Center include a triannual newsletter, The NFE Exchange; an NFE library; training workshops; and a special program of information relating to women in development. The Center also provides an individualized reference service to enable persons working in non-formal education to obtain published and unpublished materials and to learn of others working in similar fields.

4. Since the early 1970's the Agency for International Development has provided support for the MSU Program of Studies in Non-Formal Education to help build a knowledge base for NFE and to assist in the application of this knowledge in developing areas. Since 1977 this support has particularly concerned the work of the Non-Formal Education Information Center. In 1979, MSU entered into a three-year contract with the Agency for International Development to continue operating a clearinghouse on non-formal education and to provide modest technical assistance in creating or strengthening national/regional NFE information centers in approximately four world regions. In 1980 this contract was amended to include additional focus on women in development. This Agreement has been negotiated in an effort to realize the objectives of this contract.

B. Federacion para la Educacion Permanente en Colombia - Centro para el Desarrollo de la Educacion no Formal (FEPEC-CEDEN)

Federation for Life-Long Education in Colombia - Center for the Development of Non-Formal Education

1. FEPEC, formed in 1972, is a private association of professionals from educational institutions who seek to further the analysis of educational processes and examine educational alternatives in

Colombia. The objectives of FEPEC are to promote, plan, organize and implement activities relating to life-long education, whether realized in formal or non-formal education.

2. In 1973 FEPEC formed CEDEN to encourage the development of human resources through NFE and to learn about NFE in Colombia. CEDEN is concerned with research, promotion of innovations, training, and knowledge generation and dissemination.

3. Activities of CEDEN: In 1973 and 1974 CEDEN undertook a study of over 400 NFE programs intended to serve low-income people in rural and urban areas of Colombia. In 1976 CEDEN engaged in an effort to gather and organize information about the role of the Colombian woman in development, to identify important findings and areas for further investigation. In 1975 FEPEC-CEDEN convened the First National Seminar on NFE in Colombia and it later undertook a project to develop, test and evaluate an information exchange network. CEDEN has given professional services to a variety of national and international groups, including AID and UNICEF. FEPEC-CEDEN has produced scholarly and user-oriented studies on several key subjects in non-formal education: communication, the role of the educational change agent, and NFE and the integral development of the child.

4. FEPEC-CEDEN has entered into this Agreement, as the nucleus of a bona fide Colombian NFE network, in an effort to extend its services within other Latin American nations, and to enable the establishment of similar information centers in those countries, each of which would become participating members of a Latin American non-formal

education (NFE)/women in development (WID) information network.

ARTICLE IV. STATEMENT OF WORK

For the period of time specified in Article V, both Parties to the Agreement agree to perform the tasks and to provide the services as specified below.

A. General Objectives

The general objectives of this agreement are to support the extension and integration of NFE programs operating in Latin America and to enable and encourage them to be more effective and innovative. With the support of the NFE Center at MSU, FEPEC-CEDEN will undertake both to make more effective the operations of existing networks and to promote the integration of these networks into a viable, regional network serving the development interests of peoples in Latin America. Particular emphasis will be placed on the role of women in development.

B. Specific Objectives

FEPEC-CEDEN agrees to:

1. Develop and operate a clearinghouse on NFE and WID information for Latin America.

   a. Promote and facilitate the exchange of NFE/WID information among persons, centers and institutions engaged in programs in non-formal education in Latin America.

   b. Encourage persons who plan, design, develop and make decisions concerning non-formal education and women in development projects and programs to systematize their experience and make it useful to others who work in the same fields.

      (1) Acquire documents and "fugitive materials" on NFE and WID.
      (2) Catalogue print and non-print materials on NFE and WID.
      (3) Respond to requests for NFE and WID information from development planners and practitioners.

(4) Prepare bibliographies or accessions lists of NFE and WID materials in the FEPEC-CEDEN Center and in other selected institutions in the FEPEC-CEDEN NFE network.
(5) Duplicate NFE and WID materials in the FEPEC-CEDEN Center for development planners and practitioners.
(6) Strengthen linkages among those working in the fields of NFE and WID in Latin America.
(7) Cooperate with the MSU NFE Center and with the other regional centers of the network.
(8) Maintain files and records of materials received or procured, type and source of correspondence and inquiries received, and services rendered in connection with this activity.

2. Prepare and distribute a periodical newsletter or bulletin, in Spanish, on NFE and WID, with special focus on Latin America.

3. Exert maximum effort to obtain alternative sources of funding to enable the continuation of the project beyond the termination of this Agreement on 30 June 1982.

The NFE Information Center of MSU agrees to:

1. Provide training for key FEPEC-CEDEN project personnel, both in-country and at MSU and elsewhere, to study the organization and activities of the NFE Information Center; particularly, the composition and functioning of the NFE Information Center network, the manner and means used to respond to inquiries, the development and maintenance of the resource collection, and the preparation and publication of materials on NFE and WID.

2. Strengthen the resource collection of FEPEC-CEDEN, both in English and in Spanish, in the areas of NFE and WID.

3. Support the expansion and strengthening of the inquiry answering service of FEPEC-CEDEN in the fields of NFE and WID as related to Latin America.

4. Assist FEPEC-CEDEN to develop organizational, record, and cataloguing systems that will enable it to better perform its role as a regional NFE/WID information center.

5. Support the efforts of FEPEC-CEDEN to produce and distribute a network

newsletter or bulletin on NFE and WID.

C. Additional FEPEC-CEDEN Responsibilities

FEPEC-CEDEN will also:

1. Conduct an evaluation of work under this Agreement, involving a NFE/WID specialist from Latin America, and report on this to MSU and AID.
2. Submit to MSU and AID semi-annual reports for the periods ending 30 June 1981 and 31 December 1981, and a final report on the Project Agreement.

ARTICLE V. PERIOD OF THE AGREEMENT

This Agreement shall be in effect from 1 January 1981 to 30 June 1982.

ARTICLE VI. AMENDMENT PROVISIONS

This Agreement may be amended through proposed written amendments initiated by either Party and duly signed by representatives of both Parties.

ARTICLE VII. TERMINATION PROVISIONS

This Agreement can be terminated by either Party through an official written notification duly signed by the terminating Party's representative. The date of termination shall be 60 days after such written notification is received by the other Party, in which case reimbursement will be made by MSU for costs incurred to that date.

ARTICLE VIII. ESTIMATED COST

MSU will reimburse FEPEC for costs incurred not to exceed in accordance with the budget in Article IX. MSU will assume additional costs of the project by providing travel and perdiem and procurement of publications in the estimated amount of as shown in the budget in Article IX.

ARTICLE IX. BUDGET

ARTICLE X. METHOD OF PAYMENT

Reimbursement for authorized expenditures by FEPEC-CEDEN will be made upon receipt by MSU of a quarterly report of expenditures accompanied by supporting vouchers. FEPEC-CEDEN understands that it must retain copies of vouchers submitted in order to meet audit requirements of the Agency for International Development.

ARTICLE XI. TRAVEL

Perdiem rates for travel within the United States will be in accordance with MSU travel regulations; i.e., the cost of lodging plus up to a maximum of $16.00 for meals. Lodging arrangements for FEPEC-CEDEN personnel in East Lansing will be made by MSU. Authorized in-transit perdiem will be reimbursed in accordance with AID's "in-transit" rates for third country training.

SIGNATURES

For Fundacion para la Educacion Permanente en Colombia/Centro para el Desarrollo de la Educacion No Formal Bogota, Colombia	For Michigan State University East Lansing, Michigan, USA
Name: _____	Name: _____
Title: _____	Title: _____
Date: _____	Date: _____

APPENDIX IV-C

MSU/UNIVERSITY OF THE PHILIPPINES-LOS BANOS

AGREEMENT OF COOPERATION

MICHIGAN STATE UNIVERSITY
EAST LANSING, MICHIGAN, USA
IN COOPERATION WITH
THE AGENCY FOR INTERNATIONAL DEVELOPMENT
IN IMPLEMENTATION OF
THE NON-FORMAL EDUCATION NETWORK PROJECT
(AID-DSPE-C-0046)

AGREEMENT OF COOPERATION WITH
UNIVERSITY OF THE PHILIPPINES - LOS BANOS
COLLEGE, LAGUNA, PHILIPPINES
FOR
NON-FORMAL EDUCATION/WOMEN IN DEVELOPMENT INFORMATION CENTER
FOR ASIA

AGREEMENT

between

MICHIGAN STATE UNIVERSITY

and

UNIVERSITY OF THE PHILIPPINES - LOS BANOS

FOR NON-FORMAL EDUCATION/WOMEN IN DEVELOPMENT (NFE/WID)

INFORMATION CENTER FOR ASIA

ARTICLE I. PARTIES TO THE AGREEMENT

This agreement of cooperation is entered into between Michigan State University (MSU), East Lansing, Michigan, USA, and the University of the Philippines - Los Banos (UPLB), College, Laguna, Philippines.

ARTICLE II. PURPOSE OF THE AGREEMENT

Both parties to this Agreement share a desire to help improve the quality of life of the people of Asia, especially those who reside in rural areas. It is expected that the collaborative relationship hereby established will be of mutual benefit to both parties and enable them to better assist development planners and practitioners using non-formal education, particularly in Asia.

ARTICLE III. RATIONALE

This general agreement of cooperation is based on certain commonalities of mission, objectives, and activities existing on the parts of both MSU's Non-Formal Education Information Center and UPLB.

A. Michigan State University

1. Michigan State University, founded in 1855, is a "land-grant institution" with a commitment to three basic and interrelated fuctions: teaching, research, and service. The University seeks to incorporate a broad

international dimension throughtout its educational programs, believing that its graduates and faculty should be responsibly involved in addressing critical problems of an international or global nature.

The Institute for International Studies in Education, which houses the Non-Formal Education Information Center, assists with the administration and channeling of the University's interests and activities in international education. The Institute is especially concerned with expanding knowledge about cross-cultural education and education for development and promoting the application and validation of this knowledge in a program of cooperative service.

2. The Non-Formal Education (NFE) Information Center seeks to serve a worldwide network of program planners, practitioners and researchers concerned with the generation and use of knowledge about non-formal education and development. The Center aims to:

- put people in touch with resources and ideas related to non-formal education for development,
- encourage knowledge generation, facilitate contact and promote horizontal linkages among persons and organizations involved in non-formal education,
- study characteristics, trends, alternatives and innovations in the field of non-formal education and development and make these findings available to a large audience, especially through The NFE Exchange,
- make possible principally an exchange, rather than a dissemination, of information and knowledge concerning NFE experiences and resources; encourage feedback and exchange regarding application and

validation of NFE-related ideas and practices.

3. Highlights of the work of the Center include a triannual newsletter, The NFE Exchange; an NFE library; training workshops; and a special program of information relating to women in development. The Center also provides an individualized reference service to enable persons working in non-formal education to obtain published and unpublished materials and to learn of others working in similar fields.

4. Since the early 1970's the Agency for International Development has provided support for the MSU Program of Studies in Non-Formal Education to help build a knowledge base for NFE and to assist in the application of this knowledge in developing areas. Since 1977 this support has particularly concerned the work of the Non-Formal Education Information Center. In 1979, MSU entered into a three-year contract with the Agency for International Development to continue operating a clearinghouse on non-formal education and to provide modest technical assistance in creating or strengthening national/regional NFE information centers in approximately four world regions. In 1980 this contract was amended to include additional focus on women in development. This Agreement has been negotiated in an effort to realize the objectives of this contract.

B. University of the Philippines - Los Banos (UPLB)

1. The University of the Philippines-Los Banos, pursues the complementary missions of instruction, research, and extension. Founded in 1908, it has a broad mission which includes a commitment to performing the role of a crucial instrument in national development. The University seeks to serve Filippinos, to build national identity, and to provide the

nation with capable leaders, professionals, and technicians.

2. The Department of Agricultural Education, an applied social science division of the College of Agriculture, seeks to help prepare effective leaders in the field of agriculture. The Department is concerned with formal and non-formal education as these relate to agricultural and rural development, the generation of knowledge in rural social science, and training for the improvement of rural welfare.

3. Since the early 1960's, the Department has conducted research in non-formal education, community development, and rural education in general. From the early to the middle seventies, the Department cooperated with other government agencies and institutions in four action-research programs: 1) Barrio Development School in Masaya, Bay, Laguna; 2) Nonformal Education for Rural Youths (NEFRY), Bay, Laguna, Alang-Alang, Leyte, and Claveria, Misamis Oriental; 3) Integration of Adult-Farmer Education Program in Rural Development, and 4) The Barrio Development School in Caigdal, Unisan, Quezon. The Pila Social Laboratory, a field-based pilot project on the institutional approach to rural development, is an on-going program. The Department enrolls students from throughout Asia in M.S. and Ph.D. level programs in extension education and in community development. It has strong links with other universities and colleges in Asia through the Asian Association of Agricultural Colleges and Universities of which the College of Agriculture is an active member.

4. The University of the Philippines - Los Banos, on behalf of the Department of Agricultural Education, has entered into this Agreement

in a bona fide effort to strengthen its services in the fields of non-formal education and women in development, and to extend these within other Asian countries.

ARTICLE IV. STATEMENT OF WORK

For the period of time specified in Article V, both Parties to the Agreement agree to perform the tasks and to provide the services as specified below.

A. General Objective

The general objective of this project is to build a knowledge base in non-formal education and women in development and to promote and facilitate the exchange of NFE/WID information among persons and institutions engaged in non-formal education programs in Asia.

B. Specific Objectives

To realize the general objective, the University of the Philippines - Los Banos, for the Department of Agricultural Education, agrees to:

1. Maintain a Non-Formal Education/Women in Development Information Library at the Department of Agricultural Education, College of Agriculture, UPLB. This will involve collecting, cataloging and circulating documents, books and other print and non-print materials on non-formal education and women in development.

2. Review literature and prepare annotated bibliographies on various subject matter areas that are relevant to non-formal education and women in development.

3. Write, publish and distribute three issues annually of a newsletter on NFE and WID for Asia.

4. Prepare and distribute occasional papers based on research and selected annotated bibliographies of NFE information on subject matters pertaining to agricultural and rural development related topics.

5. Respond to requests for NFE and WID information from individuals or agencies.

6. Develop and maintain an intraregional NFE network and cooperate with the other regional information centers of the MSU NFE Network Project.

The NFE Information Center of MSU agrees to:

1. Provide training for key UPLB project personnel, both in-country and at MSU and elsewhere, to study the organization and activities of the NFE Information Center; particularly, the composition and functioning of the NFE Information Center network, the manner and means used to respond to inquiries, the development and maintenance of the resource collection, and the preparation and publication of materials on NFE and WID.

2. Strengthen the resource collection of UPLB in the areas of NFE and WID.

3. Support the expansion and strengthening of the inquiry answering service of UPLB in the fields of NFE and WID as related to Asia.

4. Assist UPLB to develop organizational, record, and cataloguing systems that will enable it to better perform its role as a regional NFE/WID information center.

5. Support the efforts of UPLB to produce and distribute a network newsletter on NFE and WID

C. Additional UPLB Responsibilities

UPLB will also:

1. Maintain files and records of materials received or procured, type and source of correspondence and inquiries received, activities undertaken and services rendered in connection with this Agreement.

2. Conduct an evaluation of work under this agreement, involving a NFE/WID specialist from Asia, and report on this to MSU and AID.

3. Exert maximum effort to obtain alternative sources of funding to enable the continuation of the project beyond the termination of this Agreement on 30 June 1982.

4. Submit to MSU and AID semi-annual reports for the periods ending 30 June 1981 and 31 December 1981, and a final report on the project agreement.

ARTICLE V. PERIOD OF THE AGREEMENT

This Agreement shall be in effect from 1 January 1981 to 30 June 1982.

ARTICLE VI. AMENDMENT PROVISIONS

This Agreement may be amended through proposed written amendments initiated by either party and duly signed by representatives of both parties.

ARTICLE VII. TERMINATION PROVISIONS

This Agreement can be terminated by either party through an official written notification duly signed by the terminating party's representative. The date of termination shall be 60 days after such written notification is received by the other party, in which case reimbursement will be made by MSU for costs incurred to that date.

ARTICLE VIII. ESTIMATED COST

MSU will reimburse UPLB for costs incurred not to exceed in accordance with the budget in Article IX. MSU will assume additional costs of this project by providing travel and perdiem and procurement of publications in the estimated amount of as shown in the budget in Article IX.

ARTICLE IX. BUDGET

ARTICLE X. METHOD OF PAYMENT

Reimbursement for authorized expenditures by the University of the Philippines - Los Banos will be made upon the receipt by MSU of a quarterly report of expenditures accompanied by supporting vouchers. The University of the Philippines - Los Banos understands that it must retain copies of vouchers submitted in order to meet audit requirements of the Agency for International Development.

ARTICLE XI. TRAVEL

Perdiem rates for travel within the United States will be in accordance with MSU travel regulations; i.e., the cost of lodging plus up to a maximum of $16.00 for meals. Lodging arrangements for the University of the Philippines - Los Banos personnel in East Lansing will be made by MSU. Authorized in-transit perdiem will be reimbursed in accordance with AID's "in-transit" rates for third country training.

SIGNATURES

For University of the Philippines - Los Banos College, Laguna, Philippines	For Michigan State University East Lansing, Michigan, USA
Name: _____	Name: _____
Title: _____	Title: _____
Date: _____	Date: _____